


1982

Rationale and Model for Advisories in the Middle School

Charles L. Woodard, Jr.
Central Washington University

Follow this and additional works at: http://digitalcommons.cwu.edu/graduate_projects

 Part of the [Curriculum and Instruction Commons](#), [Social and Philosophical Foundations of Education Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Woodard, Jr., Charles L., "Rationale and Model for Advisories in the Middle School" (1982). *All Graduate Projects*. 38.
http://digitalcommons.cwu.edu/graduate_projects/38

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

This project has no title page.

Further information follows.

RATIONALE AND MODEL FOR ADVISORIES
IN THE MIDDLE SCHOOL

by

Charles L. Woodard, Jr.

July, 1982

This project is intended to show the need, practical application, and appropriateness to the curriculum of an advisory program for the middle school child which includes counselling, value clarification, work with communication skills, and social and moral development. Learning activities will be included to meet the defined objectives and an evaluation of strengths and problems at the administrative level will be considered.

Table of Contents

Chapter		Page
1.	Background of the Study	1
	Background	1
	Purpose of the Project	3
	The Project	3
	Limitations	3
	Definition of Terms	4
	Remainder of the Paper	4
2.	Review of Related Literature	5
	Moral Education Can Be Taught at the Middle School	5
	Moral Education Should Be Taught at the Middle School	8
	Moral Education Does Fit in the Middle School	9
	Summary	11
3.	Procedures of the Project	12
	Development of Materials	12
4.	The Project	15
5.	Summary, Recommendations, and Conclusions . .	107
	Summary	107
	Recommendations	107
	Conclusions	108
	Bibliography	112

CHAPTER ONE

Background of the Study

Background

The Longview School District in 1978 decided to go from a junior high (grades 7-9) concept to a middle school (grades 6-8) concept, and to implement an advisory program based on moral education. The author's job as advisory department chairperson was to work with administrators to design an effective advisory program.

The original design of this advisory program was partially based on a sub-committee report on the characteristics of middle grade youngsters and of an effective middle school.

The committee felt it was important that students had the ability to do self analysis. Another important point was that advisories be cross-level grouped and that all groups be treated equally. It was also felt that the same student should have one advisor for all three years.

The other important influence upon the design of this advisory was the observation of the successful Olympia School District Middle School Advisory Program. Their program consisted of activities to teach moral development and concentrated on: getting acquainted, communication skills, relationships with others, self-awareness, attitude

awareness, self esteem, and positive image building, clarification of values, interpersonal behavior, and goal setting.

Other points that administrators from Olympia suggested to Longview observers were: to de-emphasize young adult behavior such as dances and to promote casual games between advisories so the students could practice what they were learning in the activities, and to give positive rewards for good behavior through the advisories. Also, they felt it important to schedule the advisories at an appropriate time of the day so the students would not be overly tired. It was pointed out that advisories should meet every day for a period of time long enough for the activities to take place.

With this input, a team consisting of the building principal, two vice-principals, and the advisory chairperson planned the Cascade Middle School program for 1979-1980 in the following manner:

1. Each advisory would have the same students all three years and all advisories would be cross-graded.
2. Advisories would meet five days a week, 20 minutes per day between second and third period.
3. Moral education activities would be presented twice a week.
4. The chairperson of the advisory program would provide the activities.

5. The advisory would also be the place to read special bulletins, etc.

6. The advisor would serve as counselor to the students.

7. The advisor would have the role of interested friend to help resolve problems between parents-school and student-teacher.

Purpose of the Project

This project is intended to show the need, practical application, and appropriateness to the curriculum of an advisory program for the middle school child which includes counselling, value clarification, work with communication skills, and social and moral development. Learning activities will be included to meet the defined objectives and an evaluation of strengths and problems at the administrative level will be considered.

The Project

A handbook of lessons for teaching which focuses on the moral education topics of communication, friends and relationships, self awareness and attitude awareness, self esteem and positive image, values, interpersonal behavior, and goal setting.

Limitations

The project was developed for use by middle school youngsters. It is intended to reinforce Longview's middle

school philosophy that the middle school years should emphasize personal and moral development.

Definition of Terms

For the purpose of this study the following terms will be used:

Middle School: Grades 6-8 at Cascade Middle School, Longview School District, Longview, Washington.

Moral Education: The presentation of activities which will enable the learner to be better able to make conscious decisions based on his own values.

Remainder of the Paper

Chapter two of this paper will be used to demonstrate through research that moral education is needed by middle school children. Research will also be used to show that it is possible to teach moral development to middle school children. The final part of chapter two will research the fact that the content of the advisory program fits well into the middle school program. The development of the project is related in chapter three. The project (the advisory handbook) will be presented in chapter four. Chapter five will consist of summary, recommendations, and conclusions of the project.

CHAPTER TWO

Review of Related Literature

The research of literature will focus on the point that moral education can and should be taught at the middle school and it does fit into the curriculum of the middle school.

Moral Education Can be Taught at the Middle School

Dr. Kohlberg maintains that there are three levels of moral thinking. The first level is preconventional. In the preconventional level the child thinks of bad and good in terms of punishment and rewards. The preconventional thinker will also be influenced heavily by the physical power of the person who labels things good and bad. The usual age for this group is 4-10. The second or conventional level is one in which the individual not only accepts and conforms, but works to maintain the values of family, group, or country. The post conventional level is when the individual thinks in terms of morals that he believes to be important (Kohlberg, 1968:26). Kohlberg further states that in each of these levels there are two stages.

At the preconventional level we have stage 1 at which the child does not think of right or wrong but merely does

what the person with superior power tells him to do. At stage 2 the individual tries to satisfy his own needs. Getting along with others is done not because it is intrinsically right but rather because it may be handy to trade off with a favor for one's self (Kohlberg, 1968:26).

At the conventional level we have individuals who demonstrate good behavior to win approval from others, called stage 3. At stage 4 the person will conform to the social order just for the sake of the social order (Kohlberg, 1968:26).

The post conventional level has stages 5 and 6. At stage 5 the emphasis is the legal point of view. Unlike stage 4, however, the individual does not see it in concrete terms. He feels that if a change in the rules is good for the social good the change should occur. In stage 6 he will feel that universal principles should be upheld to preserve the rights of the individual (Kohlberg, 1968:26).

An important concept stated by Kohlberg is:

All movement is forward in sequence and does not skip steps. Children may move through these stages at varying speeds, of course, and may be found half in and half out of a particular stage. An individual may stop at any given stage and at any age, but if he continues to move he must move in accord with these steps. Moral reasoning of conventional or stage 3 - 4 kind never occurs before the preconventional stage 1 and stage 2 thought has taken place. No adult in stage 4 has gone through stage 6, but all stage 6 adults have gone at least through 4. (1968:28)

Also, Kohlberg has noted that in experimental moral discussion classes that a child tends to move forward when

he exchanges views with a child a stage ahead of him. But a child at stage 4 for instance will not regress to stage 3 when confronted with arguments from a stage 3 child (Kohlberg, 1968:30).

A study by Lawrence J. Walker supports Kohlberg's contention that in order to reach stage 3 one has to complete stage 2. Walker, using his and Kohlberg's studies states: "It may be that many students had not attained prerequisites. One solution would be to devise curricula that incorporate logical reasoning and perspective taking into moral education programs." (1980:139)

In a study done to see if it was possible to teach communication skills in the areas of self disclosure and empathy skills it was found that the experimental group was significantly more able to express feelings, thoughts, and ideas. Also, the experimental group was much more able to understand other people's perceptions and feelings. The conclusion reached by the experimenters was:

The effectiveness of this pilot study with an adolescent population evokes the possibility of teaching these communication skills to even younger populations such as junior high or elementary school students. It would appear that the earlier the skills could be taught successfully the more likely they would be to become a part of a person's communication pattern. Learning the skills earlier would, in essence, give more time for the integration of the skills into an individual's behavioral repertoire and thereby potentially be more facilitative in aiding the person in the development of satisfying relationships. (Haynes, 1979:529)

Moral Education Should be Taught
at the Middle School

The next point to be addressed is whether or not moral education should be taught to middle school youngsters.

First, the objectives of the school must be considered. If the objective of the school is to merely turn out students with mechanical skills in reading, writing, and arithmetic, perhaps an advisory program is not desired. Also, in a very conservative community, a majority of parents may feel that a school is undermining the family's values (Grego, 1979:326). Again, the school district would have to weigh very carefully the benefits of the advisory program against the possible controversy.

However, if the philosophy of the school district states that it is the duty of the school to help the student reach his highest potential as a person the advisory program should be considered.

Maslow has stated that a person can function at the self-actualization level. At this level the individual strives to meet goals which he deems to be important, not what others tell him is important. In a free society people operating at this level are very beneficial. They will become leaders, innovators, etc. (Munsey, 1981). It is important to remember that in order to get to this level certain needs must be met. The individual must have his needs for food, shelter, water, etc., met. Also, he must feel that he belongs to a group and that he is loved. The

individual needs to feel respected with a positive self-image (Sergiovanni, 1954).

A good advisory program could help the individual increase his moral development skills and this increase in skills should result in improved self-image.

An example of the importance of developing this positive self-concept can be seen in a study by Marie A. Patten. This study showed that one of the contributing causes of adolescent pregnancy was low self-esteem and self concept. The repercussions of this early pregnancy were lower educational attainment, higher probability of divorce, higher fertility rate and later, poverty (Patten, 1981).

It is important that in a democratic society in which the individual is asked to make moral decisions at the ballot place that they have some training in moral reasoning (Kohlberg, 1968:30). Kohlberg states:

In our studies, we have found that youths who understand justice act more justly, and the man who understands justice helps create a moral climate which goes far beyond his immediate and personal acts. The universal society is the beneficiary. (1968:30)

Moral Education Does Fit in the Middle School

In extensive studies done by Herman Epstein and Conrad Toepfer it was discovered that the brain grew not in a continual pattern, but rather, in spurts. Eighty-five to ninety percent of the youngsters studied went through

the brain growth period between the ages of 2-4 years, 6-8 years, 10-12 years, and 14-16 years (Toepfer, 1980:222-227).

Toepfer notes:

Epstein (1980) has found that there is virtually no growth in the brain mass and no significant increase in the complexity of the neural networks during the brain growth plateau periods at ages 4-6, 8-10, and 12-14 years for eighty-five to ninety percent of youngsters. (1981)

The proper time to challenge students with advanced learning concepts is during the brain growth periods. It is equally important not to expect children to learn new concepts during the plateau periods as their intellect is not ready (Toepfer, 1980:224). The emphasis during the plateau period for 12-14 year olds would best be spent helping the youngsters mature, consolidate, and refine their already existing skills. Their effort could be spent getting ready for the next brain growth spurt (14-16 years) (Toepfer, 1980:225).

Toepfer has also stated:

Emphasis could be given to helping youngsters mature, consolidate and refine, to high degrees of efficiency, their existing range of cognitive skills; to assist them when they move into their next period of great brain growth within the age 14-16+ years interval. Such a thrust for instruction between ages 12 to 14 might result in higher achievement and a substantially higher degree of improvement in self-concept and self-esteem for emerging adolescents. The current low achievement of youngsters during this time, as reflected both in the history of mental age growth studies and standardized testing results, is bound to make this a time of personal frustration and dissatisfaction for youngsters who found academic achievement much easier during their time of brain growth spurt in grades 5 and 6 within the age 10-12 years interval. (1981:225).

Summary

The research has shown that an individual's progress in moral education is through a sequence of stages and that one who is more advanced than another can stimulate growth for the less advanced person. Also, moral discussions tend to move the child forward. Advisory would provide a means to these ends. It is also shown that the earlier these communication skills are taught, the more aid they could be to the individual.

Positive self-concept has been shown to be of importance to development as is the need to feel respected and part of a group. An advisory program could provide these components for personal development.

The ages of 12-14 have been shown to be an intellectual plateau period, thus the advisory program could fit into the curriculum advantageously.

CHAPTER THREE

Procedures of the Project

The Advisory Handbook was designed to give teachers a guideline for leading moral education activities with their advisory groups. The activities were to be presented once a week for a 20 minute block of time. The role of the teacher was as a facilitator and the activities were to secure student involvement and not teacher lecture. Activities varied from simply rules for playing games to in-depth lessons. Lessons are grouped into categories focusing on eight areas of development. Each lesson contains a list of materials needed and teacher instruction.

Development of Materials

The first year of the program, it was decided to use the Olympia School District advisory program as a model. The author's job was to modify Olympia's lessons to meet Cascade's needs. The main modification consisted of relating the lessons to objectives and matching the objectives to the Longview School District calendar.

During the Summer of 1979, lessons were compiled using a variety of sources including those from the Olympia School District and others as listed in the Handbook. The

final project was reviewed and approved by the building principal, two vice-principals and the district superintendent.

At the first faculty meeting of the school year the Handbook was distributed to all teachers and overall objective of the advisories were explained.

The general, overall objective (not behavioral objective) for the Advisory Handbook was explained to be to improve student self-concept which would therefore result in decreased discipline problems and vandalism as it had in the Olympia District and ultimately improve the educational environment of the school. Teachers' concerns were discussed at this meeting and questions were answered. Teachers were told that they should do lessons on the day shown on their calendar and as written.

Not losing sight of our original purpose, it was felt necessary to focus on eight areas in the Handbook as a means of meeting the overall objective. These areas were: (1) Getting Acquainted, (2) Communication, (3) Friends and Relationships, (4) Self Awareness and Attitude Awareness, (5) Self Esteem and Positive Image, (6) Values, (7) Interpersonal Behavior, and (8) Goal Setting.

At the end of the year a faculty meeting was held to discuss the advisory program. The majority of the staff felt that they would like to have exact lesson plans and all materials necessary to teach the advisory lessons provided for them. Mr. Bruce Holway and the author were

assigned to write the lesson plans for the following year and were also provided time to demonstrate lessons upon a teacher's request or by administrative request. The lessons provided for the second year contained more detailed instructions and all student handout material was provided. The purpose of this alteration was to reduce planning and preparation time for the classroom teacher. Lessons for year two were put in a separate section of the Handbook.

CHAPTER FOUR

The Project

What Will We Do In
Advisory
This Year?

A Sequence of Activities From
September to June

Table of Contents

I. Getting Acquainted

- A. Wall Writing
- B. Remembering Names
- C. Zip Zap
- D. Name Game
- E. Animal Game
- F. People Game
- G. Confusion

II. Communication

- A. Human Machine
- B. Group Painting
- C. Sending a Message
- D. Winking
- E. Experiencing Listening
- F. Concentric Circles - Focus Listening

III. Friends and Relationships

- A. Siblings
- B. Birds of a Feather
- C. New Friends
- D. Partners and Patterns

IV. Self Awareness and Attitude Awareness

- A. What's My Bag?
- B. Social Silhouettes
- C. Incomplete Sentences
- D. If I Could Be...
- E. A Single Pebble
- F. Feelings

V. Self Esteem and Positive Image

- A. Success Sharing
- B. Success Fantasy
- C. Success A Day
- D. I Can't ... I Won't
- E. Strengths and Weaknesses

VI. Values

- A. Twenty Things You Love To Do
- B. Values Whips
- C. Magic Box
- D. The Fall-Out Shelter Problem
- E. SS Overboard

VII. Interpersonal Behavior

- A. The Trust Walk
- B. Group Picture
- C. The Perfect Square
- D. Cash Register
- E. Make Up The Ending

VIII. Goal Setting

- A. Wishing
- B. Happy Package
- C. I Want To Be
- D. Self Sabotage Role Play

Getting
Acquainted

WALL WRITING

Materials: Paper, different colored felt pens.

Procedure: Participants introduce themselves to the group one by one, by writing their names and drawing a picture or symbol on the paper which is on the bulletin board. After writing their name and symbol, the person says their name and tells why they drew their symbol or picture.

REMEMBERING NAMES

Materials: None

Procedure: The players sit in a circle. One says his or her name; the neighbor on the left repeats the name and adds her or his own. Then the neighbor on the left continues. Each player repeats all the names that have been said so far and finally adds her or his own. The game goes on until everyone has had a turn. If the group is very large, players may repeat only the last four names.

ZIP-ZAP

Materials: None

Procedure: Have the students form a circle in the room (can sit on the floor or in chairs). One person sits in the middle of the circle and is the counter. The first person (instructor determines who is first), in the circle has to name the person on his left if the center person call out "zip" or the name of the person on his right if the center person calls out "zap". The center person counts to ten by which time the names are to be called.

THE NAME GAME

Materials: None

Procedure: This game is to help students learn each other's names and to establish positive feeling of the students toward themselves and toward their classmates. If the students are already well acquainted, start with part two.

1. The class sits in a circle. The teacher starts by saying, "I am Miss Jones". The first person to her or his right says, "I am Billy and that is Miss Jones". This process is continued around the circle until the last person has repeated everybody's name.

Communication

HUMAN MACHINE

Materials: None.

Procedure: Divide the class into groups of six. The groups have to produce a machine. First players choose an inventor who has to come up with the idea for the machine, and an engineer, and several workers who are to build the machine, according to the inventor's instructions. The machine is built out of the rest of the players. The machine is then set into motion, and the players accompany and punctuate their movements with noises.

Variation: Instead of dividing the class into groups of six, you might try splitting the class in half, with each team producing a machine. It is fun for the other teams to guess what machine is being demonstrated.

GROUP PAINTING

Materials: Paper and colors (wallpaper, wrapping paper or scrap paper; felt pens, wax crayons, or finger paints)

Procedure: The group (fairly small in size) sits around a piece of paper. No one is allowed to speak. Everyone contributes to the production of the group painting as often and as much as she or he wants to. It is fun to talk about the paintings, how they developed, etc. when each group is done.

SENDING A MESSAGE

Materials: Consecutively numbered pieces of paper, one for each player.

Procedure: Members of the group sit in a circle with a volunteer in the middle. Each player in the circle draws a piece of paper with a number on it and keeps it concealed from the others. The player in the middle calls out a number, for instance 16. Player 16 then calls out two numbers, for instance 11 and 19. The players with numbers 11 and 19 now have to change places, while the player in the center tries to anticipate them and take one of their places. Since players 11 and 19 don't know each other's numbers, they must first establish an understanding without the player in the middle noticing. If the player in the middle is successful, the player who loses a place must go into the center.

WINKING

Materials: None.

Procedure: The "smaller half" (i.e., half of the players) sit on chairs arranged in a circle; one chair remains empty. The other players stand, one behind each chair, their hands behind their backs. The player behind the empty chair winks at one of the seated players. The latter attempts to jump up and sit on the empty chair. If the person standing behind the seated player who is winked at can prevent her or him from running away in time, she or he had to remain in place. The seated and standing players change place later in the game.

CONFUSION

1. Get 10 different autographs-1st name, middle initial, last name
2. Unlace someone's shoes, lace and tie it again.
(Not your own) Sign Here _____
3. Get a hair over 6" long from someone's head.
(Let them remove it) Sign Here _____
4. Get a girl/boy to roll a somersault,
Sign Here _____
5. Have a girl/boy do five push-ups
Sign Here _____
6. Play ring around the rosey with someone and sing out loud.
Sign Here _____
7. Do 25 jumping jacks and have someone count them off for you, have
them sign here when you finish _____
8. Say the Pledge of Allegiance to the Flag as loudly as you can.
Sign Here _____
9. Leap frog over someone five times. Sign Here _____
10. You were given a piece of bubble gum at the beginning of the race,
chew it, blow ten bubbles, find someone to watch it. Have them
sign here _____

EXPERIENCING LISTENING

Materials: None.

Procedure: Before beginning, the students should be paired off in some random fashion. For best results, however, avoid pairing two close friends together.

1. Explain to the students that they are going to take turns talking to one another for the purpose of discovering how well they listen. Stress the importance of a serious mood. If the group is giddy, the exercise will have little effect. The rules are these:
 - A. Each person is to talk for three minutes about his parents or guardian, telling his partner whatever he thinks is significant about them. After the first person finished (it is good to announce when three minutes are up), the second member of the pair begins doing the same thing.
 - B. When a person is talking, the listener should not speak, interrupt or ask questions. He should simply listen.
 - C. The conversations should be kept in a low tone so as not to disturb the other pairs and to insure privacy. When they understand what they are to do, have them begin; after three minutes are up, have the speaker become the listener.
2. When both partners have had their turn, explain that now you are going to test how well they listened. Based on what they heard, one person is to tell his partner how he thinks his partner feels about his parents. When he has done this, the partner judges whether or not he was accurate. Then the second person goes through the same process and his accuracy is judged in turn. Through this part of the exercise the students should get a better feel of what you mean by listening and just to the words but to the whole person, his feelings, his attitudes, etc.
3. Now the process is repeated with a new topic. Each partner should take turns talking three minutes about himself, stating what he thinks are the most significant things about himself. When both have had a turn, they are tested for good listening by answering this question to one another: How does your partner feel about himself; what does he think are his best qualities and what does he most dislike about himself?

* * * * *

When this is completed the students should be ready to enter into a general discussion on the topic of listening as a mode of communication that helps people to get to know each other better.

Note: The exercise and subsequent discussion can be more effective by briefing one person ahead of time to give his partner the impression that he is uninterested and distracted and not really listening. When discussion is in process, single out the "slighted" partner for his reactions. It can often illustrate very graphically the effects on communication when someone does not at least try to listen.

* * * * *

Discussion of Listening:

1. How did you feel when you were talking? Self-conscious? Did you feel that the other person was really trying to listen to you? Did this make it easier for you to talk?
2. What are some indications that a person is really listening to you? Can you fake an appearance of listening even though you are not?
3. Do you think it would be good if everyone tried to listen to you as intently as we tried to listen to each other in the exercise? How would it affect your willingness to communicate?
4. If you attempted to listen intently, as we tried to do here, to your parents, do you think it would improve your communication with them? Why? Why not?

CONCENTRIC CIRCLES--FOCUS LISTENING

Materials: None.

Procedure: Students form pairs and in each pair one student is designated as "inside" and the other as "outside." All of the "insides" take their chairs and form a circle in the center of the room, facing out. The "outsiders" bring their chairs to face their partners, close enough so that the two can carry on a conversation.

Then the teacher gives the following instructions: "I'm going to ask one of you in each pair to talk to the other for one minute on a specific topic which I will assign. This is a lesson both in composition and in active listening. If the talker runs out of things to say, the listener may ask questions to help the talker out, but the listener should avoid changing the focus to him or herself by saying, 'That reminds me of the time when I . . . ,' or 'I know of one that's just like that . . . ,' and so forth. At the end of the minute, I'll call time, and then the listener will get a chance to evaluate how well he or she listened and to say a few words about what he or she liked best in what the talker said. Then we'll switch around, and the talker can become the listener and vice-versa."

The teacher then announces the topic and assigns the talker role to one of the circles. Timing begins immediately. At the end of the allotted time, the teacher cuts in and asks the listeners to spend twenty seconds telling the talkers what was best about the talks. Then the teacher asks the students to reverse roles, with the talker becoming the listener, etc. The topic is the same, and the time is started again. After both have had a chance to talk on the topic, the teacher announces that the outside circle should now move three chairs to the right so that each finds a new partner, and then a second round is begun with a new topic. At the end of this new round, the inside circle moves, and third round is held.

Notes: Generally three to five rounds will be enough for one session. The time limit should be suited to the ability level of the students. As they become accustomed to this type of work, two or three minute rounds can be used. The twenty second session after each talk gives the talker immediate feedback on the impact of his message as well as giving the listener a chance to evaluate his own listening. Concentric Circles seems to work best when chairs alone are used or with students sitting on the floor. Chairs with arms or desk surfaces can also be used, although these tend to separate the students somewhat and make hearing more difficult.

Topics: The high point of my week	What I'm looking forward to in the next week
My favorite relative (parents not included)	Pets My room
Happiest day of my summer vacation	My favorite teacher
Place I like to be most (not home)	Rules I'd like to change
Reasons I like/dislike being the oldest/middle/youngest/only child in the family.	

Friends
and
Relationships

SIBLINGS

Materials: None

Procedure: One of the most persistent and continuing sources of confusion and often of conflict for young people is that of sibling relationships. Teachers can help young people understand and deal more effectively with siblinghood by setting up a format where students can share perceptions and experiences with one another and thus gain insights into the problems and the possibilities for change.

The teacher divides the class into four groups: firstborn, middle children, youngest children, and only children. Then each group meets separately for five minutes and plans a report to the class on the problems and the advantages for their particular place in the family. The report should include a look at popular misconceptions that other groups might have. A general discussion can follow, identifying those elements which seem unique to individuals and those which seem common to the group or to the class. The discussion can then focus on what can be done to make sibling relationships more satisfactory.

Variations: Panel discussions: A panel composed of four students, one from each grouping, can be formed. Each panelist is given two or three minutes to state his or her own situation in regard to siblings, and then the floor is opened for questions and comments. Role-Playing: Sibling relationships abound with opportunities for role-playing. The teacher can take a concrete situation which has been raised in discussion, and then, using roll-reversal, ask one of the first born to play the role of youngest, and a youngest to play first-born, for example. After a brief enactment (no more than four minutes), the teacher cuts the role-play and asks the students to tell how it feels to be on the other side. Group Role-Playing: The class sits in a circle with all the first-born sitting together, etc. A slight space should separate the groups for easy identification. Then the groups are each assigned a role which is different from their own (first-born play only children, only children play youngest, etc.), for this participatory time. Then the class discusses sibling position, each group trying to convince the others of the superiority of its own (role-played) position.

Note: In this and any role playing situation, the teacher should be on the lookout for stereotyping. One useful clarifying question is, "Which of these views seem to be stereotypes, and which seem to go deeper than that?" (It is not necessary to set up situations which avoid stereotyping. On the contrary, it is often useful to have stereotyping come out so it can be identified and discussed.)

BIRDS OF A FEATHER

Materials: Activity sheets: "Circle of Friends," "A Friendship Code," "Fine Feathered Friends" and pencil

Procedure: Distribute copies of the activity sheet "Circle of Friends." Ask each student to write the names of persons he considers his friends in the various circles, using only one name per circle. He need not use all the circles, or he may add circles if necessary. Hand out the related sheet "A Friendship Code," which the student is to use in describing his circle of friends. He

will write the appropriate code words in the circles, possibly adding color as suggested on the sheet. Ask him to write his answers to the questions on the second sheet. Then distribute the activity sheet "Fine Feathered Friends," which students will complete individually. When they have completed their evaluation, divide them into groups of four or five to discuss their responses as to whether birds of a feather really do flock together.

NEW FRIENDS

Materials: Activity Sheets: "New Classmates;" "A Clean Slate;" pencil.

Procedure: Ask the student to imagine himself in a following situation: He has just arrived at a new city and doesn't know anyone. It is his opportunity to make a new life for himself and to establish new friendships. Now distribute copies of "New Classmates" and the related questionnaire, "A Clean Slate." Ask each student to respond to the activity, imagining that he is a new student in a strange city. When the students finish filling in the questionnaire, ask them to form small learning groups to discuss their responses to the situations described.

Variation: At the end of the session, you might take a class tally to see which of the classmates were considered to be the most liked down to the one who was least liked.

PARTNERS AND PATTERNS

Materials: Activity Sheets: "Patterns," and "One More Step;" pencils.

Procedure: Distribute copies of the related worksheet, "Patterns." Ask the students to circle all words that describe their manner of relating to others. Encourage them to be spontaneous in their selection; they should not ponder over their interpretation of the word or phrase. When everyone has finished, distribute a second copy of "Patterns" to everyone. Each student should choose a partner, then describe his perception of the partner's manner of relating to others by circling appropriate words or phrases on the second activity sheet. Then follows a dialogue between partners, in which they will compare their lists, noting similarities and differences observed in their perceptions. As a preliminary step to the dialogue, suggest that Partner B read to Partner A the words he has circled as being descriptive of A. If A also circled the word, both students should cross out that word on their worksheet. This procedure helps to give the students a starting point for their dialogue about Partner A. The process should be repeated, this time with Partner A reading his description of B, and so on. After this initial step, partners begin their dialogue. "One More Step" is a followup activity.

will write the appropriate code words in the circles, possibly adding color as suggested on the sheet. Ask him to write his answers to the questions on the second sheet. Then distribute the activity sheet "Fine Feathered Friends," which students will complete individually. When they have completed their evaluation, divide them into groups of four or five to discuss their responses as to whether birds of a feather really do flock together.

NEW FRIENDS

Materials: Activity Sheets: "New Classmates;" "A Clean Slate;" pencil.

Procedure: Ask the student to imagine himself in a following situation: He has just arrived at a new city and doesn't know anyone. It is his opportunity to make a new life for himself and to establish new friendships. Now distribute copies of "New Classmates" and the related questionnaire, "A Clean Slate." Ask each student to respond to the activity, imagining that he is a new student in a strange city. When the students finish filling in the questionnaire, ask them to form small learning groups to discuss their responses to the situations described.

Variation: At the end of the session, you might take a class tally to see which of the classmates were considered to be the most liked down to the one who was least liked.

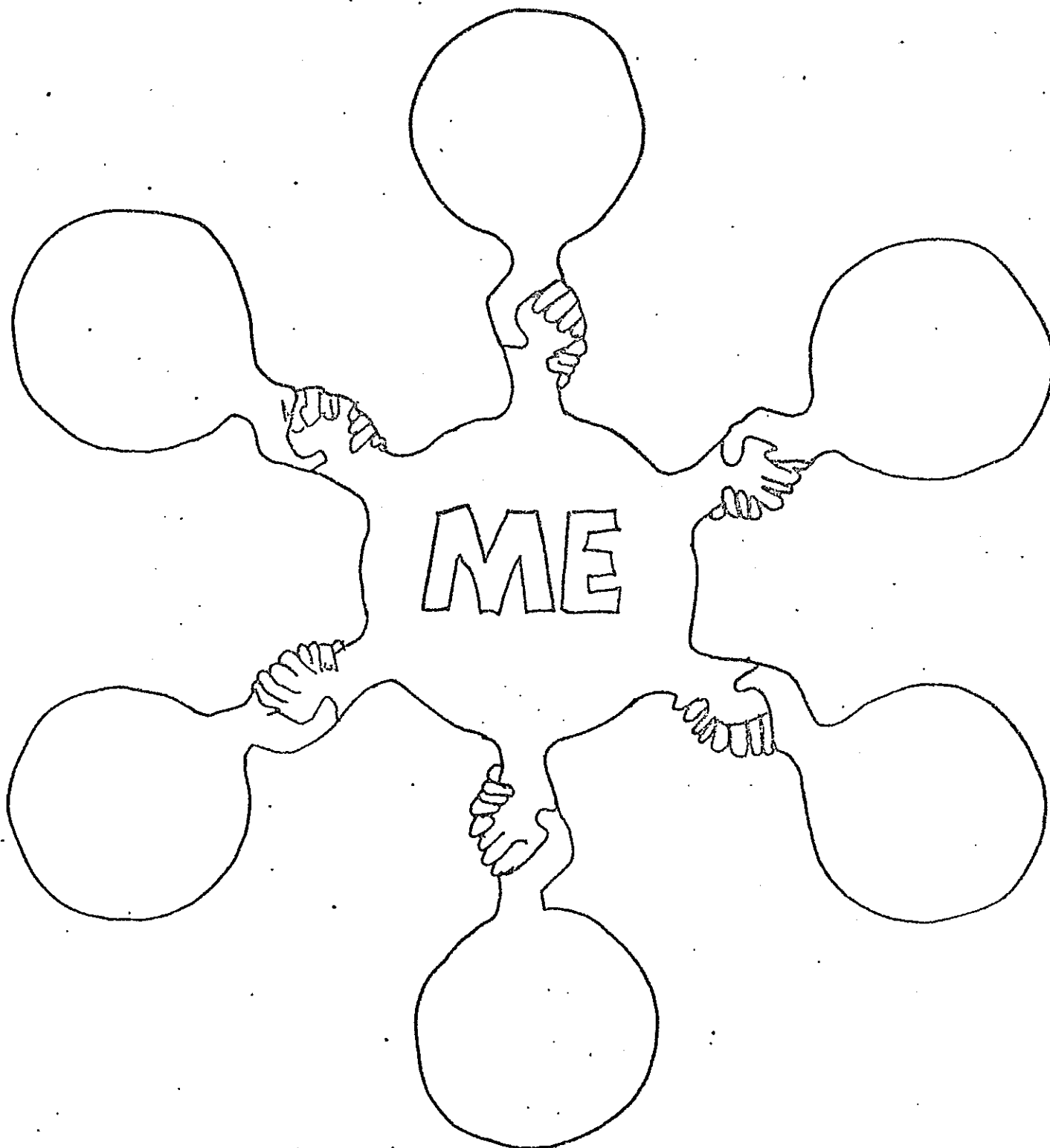
PARTNERS AND PATTERNS

Materials: Activity Sheets: "Patterns," and "One More Step;" pencils.

Procedure: Distribute copies of the related worksheet, "Patterns." Ask the students to circle all words that describe their manner of relating to others. Encourage them to be spontaneous in their selection; they should not ponder over their interpretation of the word or phrase. When everyone has finished, distribute a second copy of "Patterns" to everyone. Each student should choose a partner, then describe his perception of the partner's manner of relating to others by circling appropriate words or phrases on the second activity sheet. Then follows a dialogue between partners, in which they will compare their lists, noting similarities and differences observed in their perceptions. As a preliminary step to the dialogue, suggest that Partner B read to Partner A the words he has circled as being descriptive of A. If A also circled the word, both students should cross out that word on their worksheet. This procedure helps to give the students a starting point for their dialogue about Partner A. The process should be repeated, this time with Partner A reading his description of B, and so on. After this initial step, partners begin their dialogue. "One More Step" is a followup activity.

Circle of Friends

Write the names of people you consider your friends in the following circles. Add more circles if necessary. One name per circle. You may not use all the circles.



A Friendship Code

Use the following word code to describe the friends' names in your "Circle of Friends." Write those which apply in the proper circles.

Male or Female.

Peer (if within 3 years of your age)

Adult

Family

Race (indicate what it is)

Religious Affiliation (indicate what it is, or specify None)

New or Old (old if a friend for at least one year)

In one word, indicate the activity you most enjoy with that friend

(If you wish, you may choose a color to represent each of the above descriptions, so that they will be more readily seen in the "Circle of Friends."

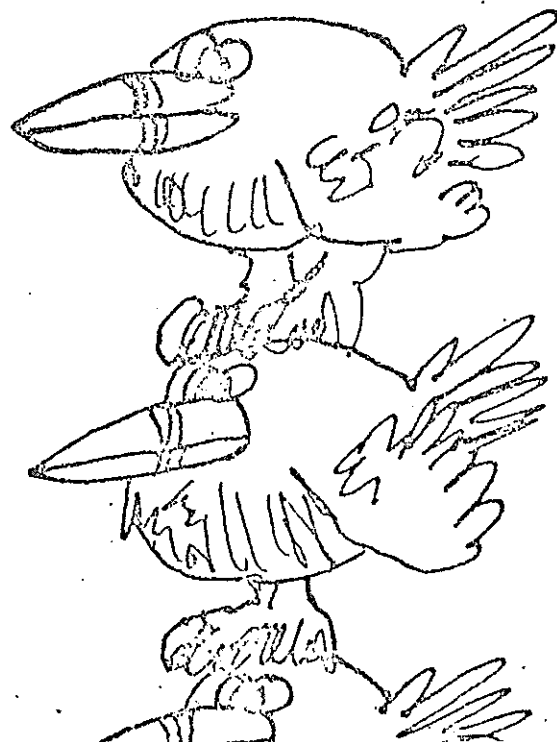
Does your application of code suggest any patterns in the choices you've made regarding friends?

Would you rather have one "best friend," a few good friends, or many friends? Why?

Fine Feathered Friends

Answer the following questions, based on your analysis of your "Circle of Friends."

1. What are some similarities between you and your friends?
2. What are some differences between you and your friends?
3. Of the names listed in your circle of friends, which one or ones would you consider to be "birds of a feather?"
4. On the basis of question #2, what conclusion can you draw with regard to whether you and your friends are "birds of a feather?"
5. Which would you say applies more to you and your choice of friends: "Birds of a feather flock together" or "Opposites attract?"



NEW CLASSMATES

- Mark- Mark's only interest seems to be getting good grades. He studies constantly and usually can be found in the library. You've heard he wants to become a doctor, but he cannot possibly accomplish this goal unless he wins a scholarship.
- Sue- Sue is very attractive, and she is one of the best liked students in your class. She's always great fun to be with and is never without a date. She seems to like you, but you've never really had a chance to talk with her. Some of the kids think she's conceited.
- Paul- Paul is better known as the "Class Clown." He can make a joke out of anything, but he is sometimes a little outspoken, especially with teachers. Paul also works after school at the gas station across town.
- Rick- Rick is co-captain of the football team as well as a forward on the basketball team. He is quite intelligent and is well liked by both students and faculty. He's rather shy and reserved except when in a circle of close friends.
- Lee- Lee has long, very long, hair and has recently purchased a high-powered motorcycle. He has a great stereo system and a passion for classical music.
- Ed- Ed is very talented in dramatic art and presently has the lead in the school play. He lives around the corner from you and has offered you a ride to school everyday. He's a very out-going person, but some find him obnoxiously so.
- Lisa- Lisa is a fantastic guitar player and is never seen without her guitar. She is usually dressed in jeans, a T-shirt, and sandals. She seems to daydream during most of her classes and has several notebooks reserved for doodling.
- Ellen- Ellen sits behind you in class. She works hard in school and always clues you in on the latest happenings. She is a strong supporter of Women's Lib and will use any chance to express her liberal views to you.
- Ken- Ken is one of eight children whose family lives in a wealthy section of town. For the past few years, Ken has been active in the national peace movement. He is a local organizer of the movement and has been arrested twice for his protest activities.
- Louise- Louise is a varsity cheerleader and an outstanding athlete. Rumor has it, though, that Louise is suspended from school for smoking marijuana.
- Paula- Paula is a very quiet person. Due to financial pressures at home, she has to work everyday after school as well as on weekends. Her grades are not too good, and because of her job she hardly ever attends activities.
- Terry- Terry is an only child of a wealthy couple who are well known in the community. Her parents are always traveling, and Terry is known for her "wild" parties. Her home is large and her parties are always open.
- Fred- Fred is a regular guy. Usually a B or C student, he participates in intramural sports and has a steady job. He has no close friends, but gets along with everyone. They think he's nice.
- Bob- Bob is an exchange student. He does remarkably well with English, but at times it is still difficult to understand him. Very good at chess.

PATTERNS

unforgiving	thoughtless	out-going	suspicious	
dependable	constant	easily-approachable	shy	
carefree	solitary	easily hurt	attentive	
opinionated	demanding	good natured	fickle	
interested	easy-going	selfish	self-effacing	
cold	easily led	serious	concerned	loyal
talkative	slow to relate	affectionate	aggressive	
dependant	moody	fun-loving	selective	trusting
generous	obliging	argumentative	independent	interesting
compromising	reserved	likeable	truthful	shallow
unpredictable	humorous	indifferent	light-hearted	
dynamic	stand-offish			

ONE MORE STEP

1. Using both copies of Patterns (yours, and the one your partner gave you), list the responses which focus on your manner of sharing in relationships.

Positive-

Negative-

2. List the responses which suggest unwillingness to enter into new relationships.
3. Do your responses include any passive traits which, if overcome, might help to increase your effectiveness in personal relationships?
4. Do any of the responses seem to be contradictory to others you've circled? If so, did this cause any confusion during your discussion? Were you able to resolve the confusion, or change it in any way?

A CLEAN SLATE

1. Select five of the students described in your list of New Classmates as persons you would like to have as friends. Beside each name try to explain briefly the reasons for your choice.
2. List the name of the student you would first approach. Do you have any ideas about how you might approach this person?
3. List the names of any classmates (from the list) whom you would not be interested in having as friends. Beside each name try to explain briefly why you feel this way.
4. On your copy of "New Classmates," circle any factor you think would influence your decisions about these relationships. Within each circle, indicate with a plus or minus sign how you interpret the factor.
5. What personal risks, if any, do you foresee in your attempts to form new friendships? (It may be helpful to relate this question specifically to the persons you selected under number 1 above.)
6. This activity has limited your choice of friends to classmates. Do you foresee yourself seeking friends from other categories of people? If so, indicate where you might seek other friends.
7. Have you ever actually been in a situation similar to that which is described? If so, try to recall your memories of that experience and jot them down.

Self
Awareness
and
Attitude
Awareness

WHAT'S MY BAG?

Materials: Large sack or shopping bag, glue, scissors, magazines.

Procedure: Have the students decorate the outside of their bags with words that describe them, such as their favorite foods, hobbies, interests, etc. On the inside of the bag have the students cut out pictures that represent their hidden desires and/or their secret ambitions. Share your bag with a partner, discussing the outside of the bag. If you would like, you may share the inside of the bag, but hopefully, eventually the students will want to share their more personal side.

SOCIAL SILHOUETTES

Materials: Drawing paper; construction paper; glue; felt tip pens; pencil

Procedure: Before embarking on this project, talk with the class about how easy it is to cut someone down, to criticize, and to belittle. Discuss the fact that there is much good in others that can be found if we look. This project involves looking at one another, seeing the good, and telling the other person about it.

First make silhouettes of each child in the class. This can be done by having the student stand in profile between a strong light source and a piece of drawing paper. Quickly and lightly trace the shadow with a pencil and then cut it out and mount it on a piece of paper of contrasting color. Every day post one of the silhouettes in the room and tell the class whose it is. At some time during the day, have each child, except the one whose silhouette is featured, write what he or she sees as the best characteristics--the things they like most--about the featured person. At the end of the day compile these statements into a paragraph and post the silhouette and the paragraph in the hall for the entire building to see. A variation in this would be to have the students use felt tip pens and write their comments inside the silhouette instead of on another piece of paper.

INCOMPLETE SENTENCES

Materials: Ditto of incomplete sentences and pencils.

Procedure: Incomplete sentences is an informal, nonthreatening worksheet designed to help students clarify and verbalize their feelings about themselves in relation to everyday experiences. You can start out making up your sentences, and then later on have the students help compile a list of questions to ask.

If I could have one wish, it would be . . .	The thing that makes me a good friend
I'm happiest when I . . .	Other people make me . . .
I feel most important when I . . .	I wish my teacher would . . .
One question I have about life is . . .	Something I do well is . . .
My friends are . . .	I'm learning to . . .
I want to be able to . . .	I can help other people to . . .
I feel big when I . . .	I'm not afraid to . . .

IF I COULD BE

Materials: None

Procedure: This is an exercise where students are helped to clarify who they are, what they want to be, and what they want to do. Have the students work in pairs and talk about their written responses to such questions as, "If I could be any animal (bird, insect, flower, etc.), I'd choose to be an _____ because" This done, have them form larger groups to share their choices and reasons. This activity could also be done within large group without first having the students write their responses to the questions. Here are some ideas to start with:

If I could be any animal, I'd be a(n) _____ because . . .
 If I could be a bird, I'd be a(n) _____ because . . .

insect	flower	tree	a piece of furniture
a musical instrument	a building	a car	street
a color	a game	a foreign country	a record
a TV show	a movie	a food	a part of speech

A SINGLE PEBBLE

Materials: Pebbles or small stones. (Try to have all about the same size.)

Procedure: This symbolic activity is designed to help us each recognize the uniqueness which makes each individual precious and worthy for his own sake. In addition, this activity makes us more aware of our keen powers of observation and perception.

Each student is given a pebble and told to study its characteristics so that he or she knows the individual pebble well enough to identify it with eyes closed.

After two minutes of observation, pairs are formed, and each describes the pebble to the other, swapping pebbles to see the differences. Then pairs join to form groups of four or six, and the pebbles are collected and passed out randomly. Each person tries to find his own pebble, eyes closed, as the pebbles are passed around the group. When this step is successful, the entire class can sit in a circle. The pebbles are passed out randomly and then circulated around the circle until each person has found his own stone, eyes closed. The uniqueness of each individual and the powers of observation are discussed as a follow-up.

Variation: Each student can choose his or her own pebble from a large pile, finding one which in some way resembles him or herself. In addition to the above activities, the teacher can ask students to reflect and discuss such questions as, "What can others do to make my pebble happy?" "How can my pebble make itself feel more important?" "What can my pebble do to show others that it is hurt?" "When does my pebble feel most loved and needed?" "When does it feel most neglected?" Etc.

FEELINGS

Procedure: Here is your chance to write exactly the way you feel. There are no right or wrong answers. You may write anything you like, but it should be just what you think. Try to finish all the sentences as quickly as you can.

1. Today when I came to school _____
2. I get angry when _____
3. I feel bad when _____
4. I wish teachers _____
5. I wish my mother _____
6. To me, P.E. _____
7. People think I _____
8. On weekends I _____
9. I'd rather _____
10. I hope I'll never _____
11. I wish people wouldn't _____
12. I'm afraid when _____
13. I am at my best _____
14. I don't want to _____
15. I feel proud when _____
16. I wish my father _____
17. I would like to be _____
18. I often worry about _____
19. I wish _____
20. I look forward to _____
21. To me, my health _____
22. When I go to bed at night _____
23. To me, life is _____
24. My friends _____
25. I hope this year _____

Comments:

Self
Esteem
and
Positive
Image

SUCCESS SHARING

Materials: None.

Procedure: Another way to help students focus on the positive aspects of themselves is to have them publicly share their accomplishments with the group. In small groups of five or six, or with the entire class; ask the students to share a success, accomplishment or achievement they had before they were eight years old. Next ask them to share a success they had between the ages of eight and fourteen or to the present time. (Obviously, these age ranges will need to be revised depending upon the ages of the students in your class.) At first some students may have difficulty remembering some of their earlier successes, but as others share theirs, they will recall their own. Children with extremely low self-concepts often report that they haven't had any successes. If this happens you will need to help prod the students with questions such as:

You have been taking care of your younger brothers and sisters for two years: I consider that an accomplishment!

Can you remember when you learned to ride your bicycle? Did you feel good about that accomplishment?

Variation: Periodically ask your students to share their greatest success or accomplishment during a recent period of time - say, the past week, the last month, over the weekend, over vacation break, over the summer, etc. It is also a good practice at the end of each day to ask the students what their greatest success was for the day.

SUCCESS FANTASY

Materials: None

Procedure: Ask the students to close their eyes. Suggest that they open and close them several times in order to become comfortable having them closed. Ask them to imagine that there is a motion pictures screen in front of their eyes and that they can recall their past and project it onto the screen. Have them think back to a really happy day when they were between six and ten years of age. Ask them to see themselves waking up in the bedroom they slept in at that time. Can they remember whether they had a single, twin, bunk bed or couch? Did they share the room with

anyone? Ask them to look around the room and see the other furniture. Where were their toys kept? Was there a window? Did they have a breakfast first, go to the bathroom, wash up, play with their pet, or what? Ask them to imagine a typical day, their school, their playmates, their playground, etc. Ask them, with their eyes still closed, to begin to focus on a success they had during that period of their life. Can they remember one? Where did it take place? Did they do it alone? Did they plan for it or did it happen spontaneously? Can they remember how it felt when they completed the achievement? Can they recreate those feelings in their bodies now? Did they tell anyone about the success? whom? Can they remember that experience? How did that person, or those people react? Have them open their eyes and share their success experiences with the group.

Note: This is a good warm-up activity for Success Sharing.

SUCCESS A DAY

Materials: None.

Procedure: At the end of the day, have the students briefly share with the rest of the class the successes they have experienced during that day. Some students will find this difficult at first, but as others begin to share, they too will realize they have had some of the same successes. It has been our experience that if a student says he has had no success, some of his classmates will chime in with successes they have seen him accomplish. The sensitive teacher will also look for successes to be pointed out to the child with extremely low self-esteem.

Variation: Have each child share with the class what he feels he has learned that day. In addition to being a great form of review, it provides the student with a sense of accomplishment. Without recall, students are often not consciously aware of all the learning they are accomplishing in and out of school each day. Knowing that he is learning adds positively to a child's self-concept.

If you are trying to build writing skills, have the students write a paragraph recording their successes rather than reporting them verbally. This method also leaves an accumulated record which the student can review at the end of the week.

I CAN'T.....I WON'T

Materials: none

Procedure: Ask the students to find partners. Have them take turns saying sentences that start with the words "I can't" Ask them to consider their school life, their social life, their home life, etc., as possible places from which to draw these statements. After about four or five minutes, ask them to go back and repeat all the sentences they have just said with one change; replacing the words "can't" with the word "won't" or "I don't want to." Explain to them that the words "I won't" may not feel right to them the first time they say them, but that it is like going into a clothing store and trying on a coat. It may not fit you, but you won't know that until you try it on. Just because you say it, doesn't mean you are stuck with it forever. It is simply an experiment to discover how we experience ourselves differently after saying "I won't" instead of "I can't" Ask them to repeat exactly what they said before except for the substitution of "won't" for "can't" and to take the time to be aware of how they experience saying each sentence. Again, give them about five minutes to do this. Bring the class back together and ask them what they experienced as they did the exercise. Did they experience a difference between saying, "I can't" and "I won't"? (I felt more powerful when I said, "I won't". I felt like I can't was a copout, etc.) Ask them to consider whether their "I can't" statements are really statements of something that is impossible, or whether it is something possible that they simply refuse to do. Ask them to become aware of and to affirm their power of refusal. "I can't" affirms the responsibility for their actions. Often this reaffirmation of responsibility even leads to the transformation of an "I can't" to an "I will". After you have used this exercise with your class, make a habit of correcting people in class who say "I can't". Ask them to repeat whatever they have said with the words "I won't".

STRENGTHS AND WEAKNESSES

Materials: Paper and pencils

Procedure: Many people when given enough time to write down their strengths and weaknesses will list more weaknesses than strengths. Studies have shown that people who achieve success in life do so by building on their strengths rather than being overly concerned about weaknesses.

Their attitudes about themselves are built from concern about their weaknesses.

On a sheet of paper divided into two columns, have the students list their strengths and their weaknesses. Allow the students five minutes in which to do this, and discourage any discussion with others during this time. After the time is up, explain to the students that they are to determine from their lists which group they fall into, the group that concentrates on strengths or the group that concentrates on weaknesses. Ask the group to describe to each other the effect the weakness list is having on their lives. Next, think about the strengths that were taken for granted and forgotten. Discuss how each life would be like if we concerned ourselves only with our strengths and stopped tearing ourselves down with thoughts of weakness and feeling of inferiority?

Values

TWENTY THINGS YOU LOVE TO DO

Materials: Paper and pencils.

Procedure: The teacher passes out paper and asks the students to write the number from 1 to 20 down the middle of the sheet. He then says, "and now will you please make a list of 20 things in life that you love to do," to encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. He might suggest, "You might think in terms of the seasons of the year for things you love to do." The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his student that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists. When the lists are done the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign is to be placed beside any item which costs more than \$3 each time it is done. (the amount may vary with different groups)
2. The letter 'A' is to be placed beside those items the student really prefers to do alone; the letter 'P' next to those things he prefers to do with other people; and the letters 'A-P' which he enjoys doing equally alone or with other people.
3. The letters 'PL' placed next to those items that need planning.
4. The letter 'N5' next to those items which would not have been listed five years ago.
5. The numbers 1 - 5 placed next to the five most important items. Number 1 next to the most important items, number 2 next, etc.
6. The student is to indicate next to each activity when (day, night) it was last engaged in.

Any more than five or six codings at one sitting generally overloads the circuits, however, below are additional suggestions:

1. Use the letter 'R' for those things on your list which have an element of risk to them. It can be physical risk, emotional or intellectual risk.
2. Put an 'I' next to any item which involves intimacy.
3. Mark with an 'S' any item which can only be done in one particular season of the year.
4. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.

5. Place the letter U next to any item you have listed that you think other people would tend to judge as unconventional.
6. Use the code letters MT for items which you think you will want to devote increasingly more time to in the years to come.
7. Choose three items which you want to become really better at doing. Put the letter B next to these items.
8. Write the letter F next to the items which you think will not appear on your list 5 years from now.

VALUE WHIPS

Materials: None

Procedure: This exercise provides a simple and rapid means for students and teacher to see how others react to various issues or questions. The teacher or a student poses a question to the class and provides a few moments for the members to think about their answers. Then the teacher whips around the room calling upon students to give their answers. The answers should be brief and to the point, although sometimes a student may want to give a little background to better explain his answer. Students may choose to pass.

Sample questions:

1. What is an issue about which you have taken a public stand recently?
2. What was a recent decision you made that involved consideration of three or more alternatives?
3. What is something you really believe in strongly?
4. What is one thing you would change in our world? In your town?
Your school? Your neighborhood?
5. What is one thing you hope your own children will not have to go through?
6. What is one thing about which you have changed your mind recently?
7. Who is one person you know who seem to have it "more together" than you?
What can you borrow from his life?
8. How did you handle a recent disagreement?
9. What could you give, personally, to the Presidential candidate of your choice?
10. What is one issue on which you have not yet formed a definite opinion?
11. What do you want to do about racism?

12. What is something in the news that really disturbed you lately?
13. Which local issue disturbs you?
14. Where do you want to be 20 years from now?
15. Would you be willing to limit car usage in order to reduce noise and pollution?
16. What would you do if you objected to a new school policy?

MAGIC BOX

Materials: None

Procedure: The teacher tells students about a magic box which is very special. It is capable of making itself very small or very large. Best of all, it can contain anything that the student wants it to contain. The teacher then asks students, "If you came home from school today and found the magic box waiting for you to open, what would be in it? Remember it can have anything you want, tangible or intangible." Students are to either write down their answers or tell them to the class.

The teacher then might ask other questions like:

1. What would you want in a magic box for your mother?
2. What would you want for your best friend?
3. What is the smallest thing you would want?
4. What is the largest thing?
5. What would you want for poor people?

After the students have done this activity several times, they might be asked to rank order the things they want most for themselves. They might also be asked to write down or tell what they have been doing to attain these things.

THE FAIL-OUT SHELTER PROBLEMS

Materials: Paper and pencil for each group

Procedure: This is an excellent activity that illustrates dramatically how our values differ; how hard it is to objectively determine the "best" values and how we often have trouble listening to people whose beliefs are different from our own.

The class is divided into groups of six or seven, who then sit together. The teacher explains the situation to the groups.

"Your group are members of a department in Washington, D.C. that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping.

Places all across the globe are being destroyed. People are heading for whatever fallout shelters are available. You receive a desperate call from one of your experimental stations, asking for help. It seems there are ten people but there is only enough space, air, food, and water in their fall-out shelter for six people for a period of three months which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision. But each of you has to quickly get ready to head down to your fall-out shelter. So all you have time for is to get superficial descriptions of the ten people. You have half-an-hour to make your decision. Then you will have to go to your own shelter. So as a group you now have 15 minutes to decide which four of the ten will have to be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice is, therefore, very important. Do not allow yourself to be swayed by pressure from the others in your group. Try to make the best choices possible. On the other hand, if you do not make a decision in the time period, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish. You have exactly one half-hour. Here is all you know about the ten people:

1. Bookkeeper: 31 years old.
2. His wife: six months pregnant
3. Black militant: second year medical student.
4. Famous historian: author: 42 years old.
5. Hollywood starlette; singer; dancer
6. Bio- Chemist
7. Rabbi : 54 years old.
8. Olympic athlete: all sports.
9. College co-ed.
10. Policeman with gun. (they can not be separated)

The teacher posts or distributes copies of this list, and the students begin. The teacher gives periodical time warnings and then stops the group at exactly the given time. A count-down adds to the excitement. Each group should pick a spokesperson. This person should read off the list of six

that they have chosen. (ranking them in order is an added direction that can be fun) As they read off the list, have the spokesperson also give a reason as to why the group chose that particular person. The teacher could keep a tally of the people chosen to remain in the fall-out shelter from the different groups, thus a group consensus could be taken as to who is to stay and who is to go. A general discussion can follow where the teacher asks the students to try to disregard the content of the activity and to examine the process and the values implications. He asks questions like: How well did you listen to the others in your group? Did you allow yourself to be pressured into changing your mind? Were you so stubborn that the group could not reach a decision? Did you feel you had the right answer? What do your own selections say to you about your values?

Interpersonal
Behavior

THE TRUST WALK

Materials: None.

Procedure: Ask the students to pick a partner they feel friendly with or close to. Tell them that they will be going on a walk together in which one person will have his eyes closed and the other will be guiding him. Ask them to decide who would like to be the first with their eyes closed. When they have decided, tell them that the guide's job is to make sure that their partner is safe at all times--ie. does not bump into anything or fall down stairs. The guides should also try to give their partner as interesting a walk as possible. They can take their partners up and down stairs, into places that have different noises, walk them backwards, run and jump with them, go in circles, etc. They can also give their partner a variety of different sensory experiences by placing their hands on object with different textures such as smooth glass, rough concrete, a soft carpet, a water fountain, a pile of towels, the keys of a piano, etc. Ask them to use their ingenuity and imagination. Tell them that this entire exercise is to be done without talking. Both partners are to be silent the whole time. After about ten or fifteen minutes, using a prearranged signal (a bell, record, etc.) have them switch roles. After another ten to fifteen minutes, have them return to the group and share their experiences. You can facilitate the discussion with such questions as:

1. Were you able to trust your partner with your eyes closed?
2. Did you open your eyes at any time?
3. Did you find it easier following or leading? What was easy or hard?
4. Did you enjoy the exercise? What did you enjoy about it?

Note: This exercise is best done after students have gotten to know each other fairly well.

GROUP PICTURES

Materials: One large piece of paper or newsprint, many colors of magic marker.

Procedure: The group sits in a circle around the paper and markers. One student starts by going to the paper and drawing one curver or four straight lines on the paper. The person next on that person's right

continues the picture by adding one curved or four straight lines. (straights can use different colors) The picture develops as each person in turn adds curved or four straight lines. (for small groups, twice around is okay.) A discussion of what happened should follow. One or two students might choose to stay out of the activity by instead acting as a process observer and report back to the class their impression of the group.

THE PERFECT SQUARE

Material: Pieces of string twelve feet long (one piece of string for each group of eight), masking tape (or golf tees for outdoor use), blindfolds (optional), Process observer sheets.

Procedure: The teacher divides the class into groups of eight, and then each group divides itself into four participants and four observers, with one observer assigned to each participant. (For groups of less than eight, one observer can observe two participants.) Observers are given the Process Observer Sheets. (If necessary, the teacher can have a short instructional session for the observers.) Then the teacher gives the following instructions: "I'm going to give one piece of string and four short pieces of tape to each group. Your task is to make a perfect square with the string, taping the corners to the floor. To make the task more of a challenge, you must do this while blindfolded and without verbal communication. (ie no talking) Before you begin your task, you will be given five minutes to complete the square. At the end of the task, the observers will be asked to share their observations of the group process during the planning session and any comments they have about the completing of the task." The teacher clarifies the assignment as necessary and starts timing the planning period. At the end of the planning period the observers can help the participants to put on the blindfolds before the teacher times the task period. (alternatively, the students can be asked simply to close their eyes for the five minute period.) After each square is completed, the observers should report to the group, and the groups may discuss the process and task.

Variations: right triangle: This is a companion exercise to The Perfect Square so that the observers may become participants and the participants

observers. The same twelve foot pieces of string and tape can be used. The procedure here is the same as for The Perfect Square except that the task is to create a right triangle from the piece of string. Since the task is considerably more difficult, however, the teacher may wish to point out that the string is twelve feet long and that a right triangle can be constructed by making one side three feet long, one side four feet long, and one side five feet long. In addition, the participants should be allowed to talk during the task period.

An easier problem is to construct an equilateral triangle from the string. Other possible tasks would include construction a pentagon, a rectangle with the ration of two to one, and isosceles triangle with the sides being five, five and two.

CASH REGISTER

Materials: A copy of the Cash Register Worksheet for each participant and for each group, pencils.

Procedure: The instructor gives a copy of the Cash Register Worksheet to each participant. He instructs them to read the story and then to indicate which of the statements about the story are true, false, or unknown (indicate by question mark.) The instructor now has members break into groups of five to seven members. Each group has approximately ten minutes to reach consensus on whether each statement is true, false, or unknown. The instructor announces the correct answers. (statement 3 is false, statement 6 is true, and all other statements are unknown.)

note : Cash Register Worksheet follows this page.

MAKE UP THE ENDING

Materials: One short story for whole group. Three short stories for each group. Paper and pencils.

Procedure: Start discussion on how most stories have conflict in them. Try making a list of as many books as they can with and without conflict. (Optional to discuss this.) Explain that the first part of a story will be read to them and they must put on an ending of their own.

- a. All can hear same story and make up an ending together.
- b. All can hear same story, then break into groups and make up own endings.
- c. Read three separate stories, break into three groups, and assign each group to a story.
- d. After reading first parts of stories, either one large or several small groups, they can do the following: (optional)
 1. one group make up an ending with conflict.

2. one group make up an ending without conflict.
3. one group make up either one or the other, not telling which one they are doing.

Give the groups 10 minutes or so to work on their story endings. Then let each group read their endings. If the group desires, the real ending of the story can be read and discussed.

CASH REGISTER WORKSHEET

The Story:

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

Statements About the Story:

- | | | | |
|---|---|---|---|
| 1. A man appeared after the owner had turned off his store lights. | T | F | ? |
| 2. The robber was a man. | T | F | ? |
| 3. The man did not demand money. | T | F | ? |
| 4. The man who opened the cash register was the owner. | T | F | ? |
| 5. The store owner scooped up the contents of the cash register and ran away. | T | F | ? |
| 6. Someone opened a cash register. | T | F | ? |
| 7. After the man who demanded the money scooped up the contents of the cash register, he ran away. | T | F | ? |
| 8. While the cash register contained money, the story does not state how much. | T | F | ? |
| 9. The robber demanded money of the owner. | T | F | ? |
| 10. The story concerns a series of events in which only three persons are referred to: the owner, a man who demanded money, and a member of the police. | T | F | ? |
| 11. The following events in the story are true:
Someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. | T | F | ? |

Goal
Setting

WISHING

Materials: None

Procedure: Although wishes may often seem impossible and far fetched, they are very often expressions of real needs--such as the common need to be accepted by one's peers. Once wishes are expressed and recognized as normal, they can be used as a motivating force behind action. With the use of goal-setting a child can begin to realize that, with action, some wishes may be attained.

Genies and magic fairies often grant people three wishes. Ask the children to imagine that they have three wishes. What would they be? Ask them to imagine that they had three wishes for someone else whom they liked very much. What would they wish for that person?

If they could relive the previous day, what would they wish to have been different? To have been the same?

Ask them: Did you ever wish to be someone else? Who? Do you think someone might wish to be you? Why would he want to be you? Did you ever have a wish come true? Tell about it. Is there anything you can do, besides just wishing, to help get your wish?

HAPPY PACKAGE

Materials: Objects that the students feel good about and that makes them happy.

Procedure: Have the class sit in a circle. Ask the students to pretend that they can have a package any size or shape they want. Inside this imaginary box they are to place whatever it is in the whole wide world that would make them happy. Ask the students to share with the class things they have brought from home which make them happy.

Ask the students to leave the group, go find an object in the class that makes them happy, and return to the group and share the object.

Ask the students to share with the group a happy incident that happened to them in the past week.

Ask the students to tell the class about a person who makes them happy.

Ask the students to describe how it feels to be happy. Where do they feel it? How do they know?

Ask the students to complete the sentence: Happiness is . . ."

I WANT TO BE

Materials: Paper and pencil

Procedure: Ask the students to list at least five people whom they admire very much. They may use names of any person whether historical, fictional, living, or dead. Ask them to write a brief essay or give a brief discussion about the person they have chosen. What qualities does that person possess? Why is he or she to be admired? Then ask the students to compare themselves to the person they have chosen to emulate. Ask them what they would have to do to become like that person. What changes would they have to make? How could they go about making them? Help the students set personal goals for achieving these desired changes. Ask them to share their goals with the class. Have them set deadlines for the completion of their goals. Ask them to report on their goals when the deadline arrives.

SELF-SABOTAGE ROLE PLAY

Materials: Blackboard and chalk.

Procedure: The role play and discussion helps to make students aware of the concept of self-sabotage: where motivation is mixed, one part of the self may want to do something but another part is not willing to risk the energy or involvement and sabotages the plan by raising doubts about its worthiness or the person's ability to succeed. For instance, "I'd like to do well in English, but I'm such a bad speller that it's probably not worth even trying." (But often signals a sabotage statement.)

The teacher presents the concept of self-sabotage to the class and then asks the class to generate examples using this blackboard role play: The teacher draws a circle face at the center of the blackboard and labels it with a name such as Sue or Billy (but not the name of a student in the class or one notorious in the school. Then the teacher labels the area to the left of the face as Good Intentions and the area to the right of the face as Sabotage and places the word But over the head (see diagram). Then the teacher invites the students to speak words for Billy, contributing either a good intention or a sabotage statement (or both), while the teacher records each contribution on the board. After several statements of good intentions and sabotage have been written the teacher

asks the students to reflect on their own lives and to try to identify some ways that they sabotage their own good intentions. Then a general discussion can be held on common sabotage strategies and how individuals might overcome them. Finally, the teacher asks each student to list privately one self-sabotaging behavior and then to devise a plan to overcome that sabotage. Students who wish may share their papers with the teacher or another student and make a self-contract to change.

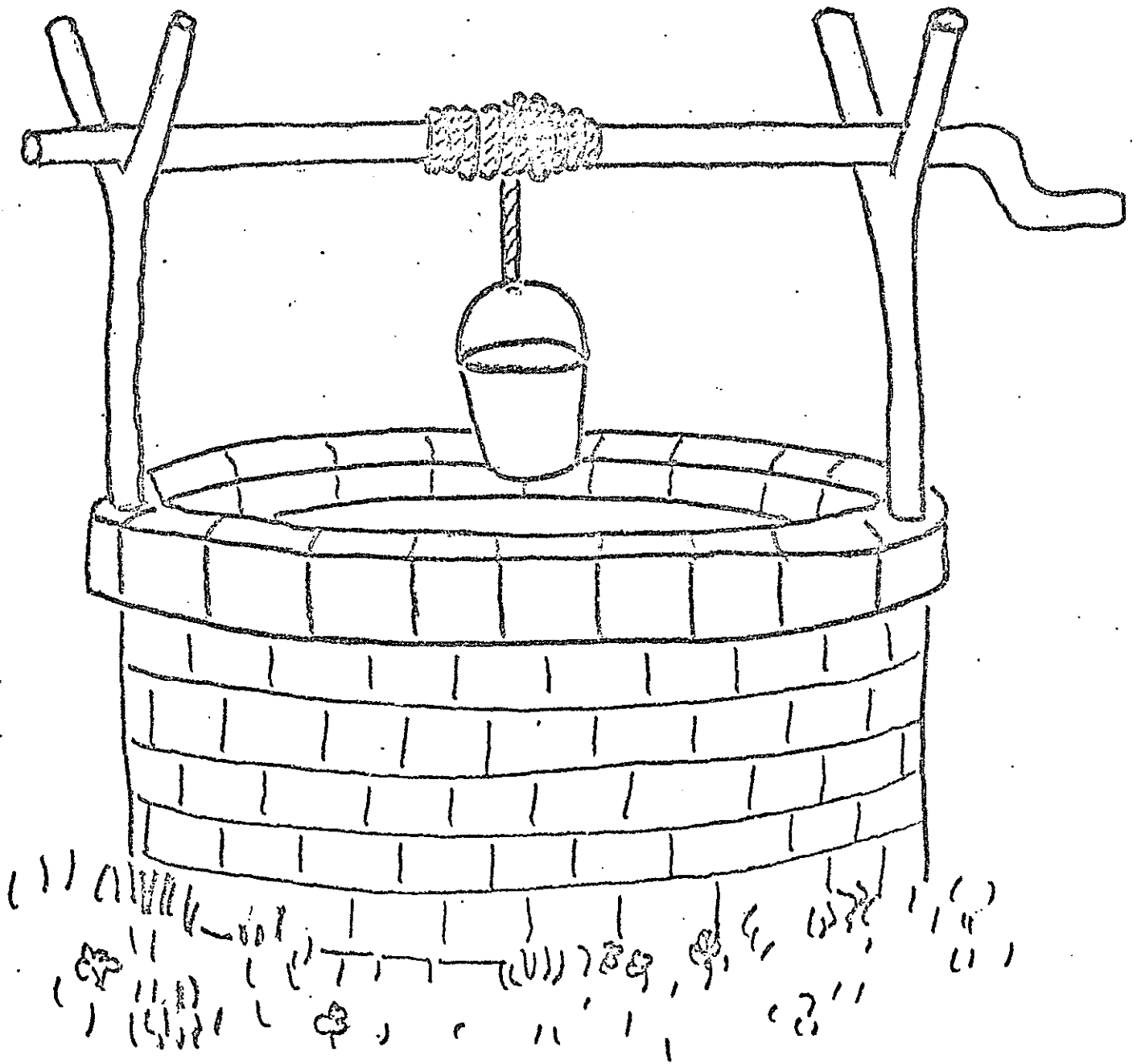
Variation: Good Intentions Role Play: One half of the class speaks the words for Try-hard Tama, and the other half speaks the words for Can't do it Tama, the two parts of an individual faced with trying to make and keep a commitment to get better grades this term.

Good Intentions..... But..... Sabotage

Clean up my room
Do my homework



have to do homework
want to practice piano



Advisory

Which of these are the most important to you?

an exciting life

inner harmony

freedom

Self-respect

national security

Others:
 happiness
 pleasure
 a sense of accomplishment
 salvation
 a comfortable life

Note: Students find pictures in magazines to go with each of the values. (Helps to stimulate thought and discussion of values.) Class could discuss afterwards; vote on which are most important; could also use as build-up to goal setting activities

Which of these values would you most like to describe you?

honest

logical

helpful

self-controlled

Loving

Clean,
Neat

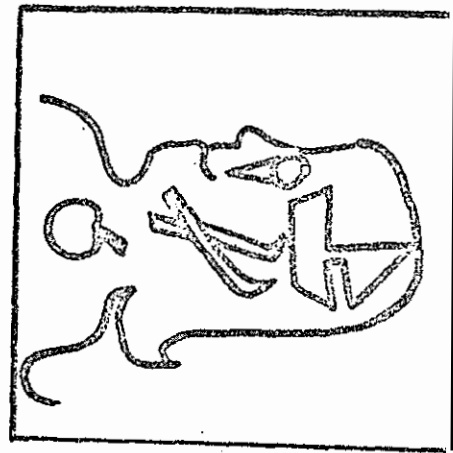
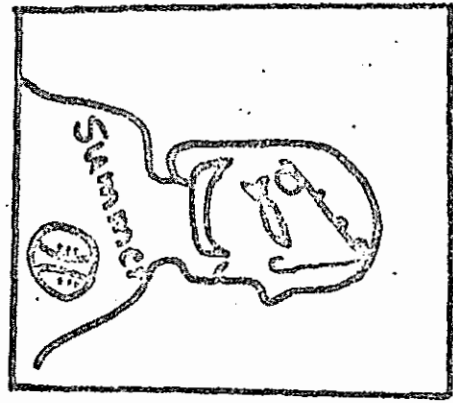
Capable

Others:
Ambitious
imaginative
independent
cheerful
courageous

broad minded
obedient
polite
intellectual

Note: Students find pictures in magazines to go with each of the values. Suggestions: 1) vote on 3 most important values 2) use as goals.

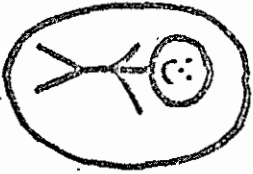
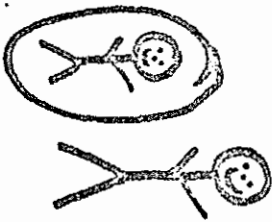
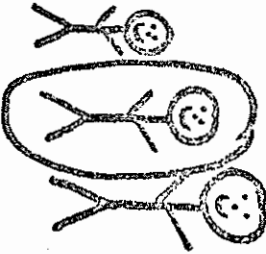
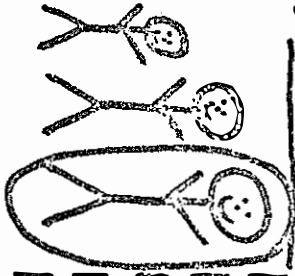
What's on Your Mind?



(one picture for each student)

Note: Students help each other draw silhouettes. Each fills in their own with pictures to show what's on their mind. (Cut from magazines or draw.) See Self-Awareness and Attitude Awareness, p. 1.

How Do You Feel?

Only	Youngest	Middle	Oldest
1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
			
1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

Note: Students discuss advantages & disadvantages of being the only, youngest, middle, or oldest child. Bulletin board is filled in as characteristics are listed during discussion. (See activity, Relationships and Friends, page 6.)

Goal Cards

Goal:

I want to be a friendly and considerate person.

Pay Value:

I would feel more positive towards myself. I would see the good in others around me.

Affirmation:

I am a truly warm, loving, and considerate person.

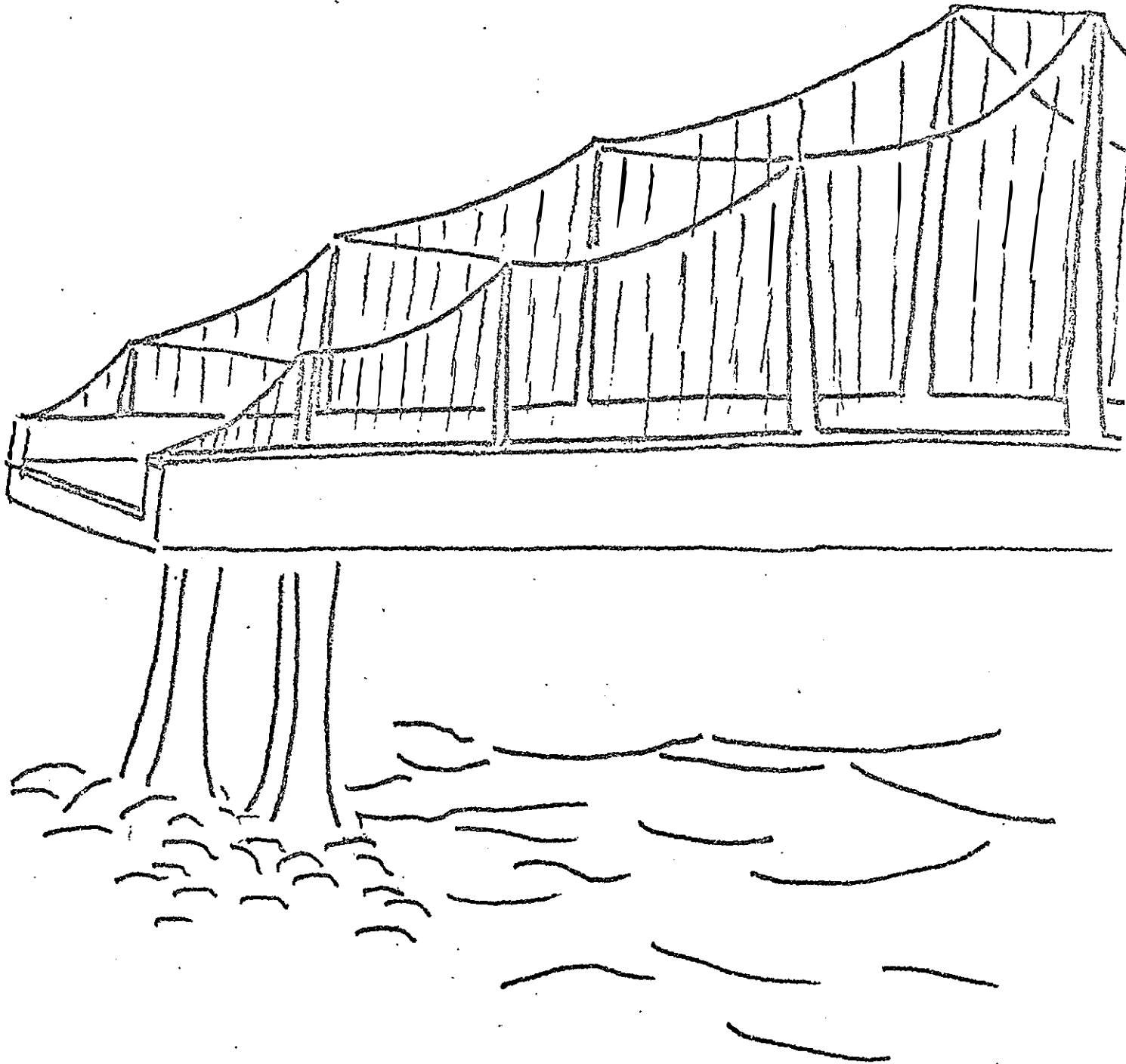
Supportive:

I enjoy being considerate and friendly towards others.

Notes: These are sample goal cards for activities on p. 4-7 of Goal Setting unit.

Suggestions:

- ① Have students write their own on 3x5 cards
- ② Have entire class make group commitment of their choice, e.g. to be a friendly and considerate person.



Advisory ~

KEY FOR ACTIVITIES

G.A. Getting Acquainted

G.S. Goal Setting Activities

C Communication

S.A. & A.A. Self Awareness and Attitude Awareness

S.E. & P.I. Self Esteem and Positive Image

I.B. Interpersonal Behavior

V Values

F.R. Friends and Relationships

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
	4 Assign lockers Review School Rules Expectations, etc.	5	6	7
10 G.A. "Name and Gesture"	11 Group Games: checkers, chess etc.	12 G.A. Set up "Secret Pal"	13 Group Games	14 G.A. Remember Names
17 Group Games	18	19 G.A. "The seat on my right"	20	21 G.A. "People Hunt"
24 G.A. "What's your line"	25	26	27 G.A. "People Bingo"	28 G.A. "Confusion"

OBJECTIVES FOR SEPTEMBER:

1. Students will become better acquainted with one another
2. To provide an opportunity for the teachers to become better acquainted with the members of their advisory.
3. To provide an opportunity for individuals to identify themselves as as a member of the advisory group.
- 4.
- 5.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
1	2 G.S. "The Coal Post"	3	4 G.S. "The Six O'Clock News"	5 C "Send a Message"
8	9 G.S. "Guidelines for Goal Setting"	10	11 G.S. "Developing Your Plan of Action"	12 NO SCHOOL
15 C "Winking"	16 G.S. Develop 2 Goal Cards 1 to 10/28 2 to 11/8	17	18 G.S. Removing Barriers to Action	19 C "Detective"
22	23 Review 10/28 Goal Card & Develop 11/8 Goal Card	24	25 G.S. "If I Were God of the Universe"	26 C Send a Message
29 Plan a Halloween Party	30	31 Halloween Party		

OBJECTIVES FOR OCTOBER:

1. Define the word goal.
2. The students will verbalize what goals are.
3. The student will be exposed to the idea that some people are self-defeating.
4. Goals will be set.
5. Increase listening skills.
6. Student will be exposed to methods of non-verbal communication.
- 7.
- 8.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6 S.A. & A.A. "If I Could Be"	7	8 Review Goals for 11/8	9
12 NO SCHOOL	13 Set Goals and Sub-goals for 1/24	14	15 C "Solve the Mystery"	16
19	20	21	22 NO SCHOOL	23 NO SCHOOL
26	27 S.A. & A.A. "What's My Bag"	28 Review and update of Goals for 1/24	29 S.A. & A.A. "What's My Bag"	30

OBJECTIVES FOR NOVEMBER:

1. To help the student be more aware of the positive aspects of their personality.
2. The students will be able to state their own personal goals.
3. Help the student be more aware of who they are and who they wish to be.
4. Help the student understand the individuality of people.
5. Help the students to clarify their feelings.
- 6.
- 7.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
3	4 S.A. & A.A. "Peanuts"	5	6 S.E. & P.I. "Personal Flag"	7
10	11 I.B. "Group Picnic"	12 Review and update Goals for 1/24	13 S.E. & P.I. "Car Wash"	14 C Send a Message
17 Plan a Christmas Party	18	19	20 S.E. & P.I. "I Am Loving and Capable"	21 Christmas Party
24 NO SCHOOL	25 NO SCHOOL	26 NO SCHOOL	27 NO SCHOOL	28 NO SCHOOL
31 NO SCHOOL				

OBJECTIVES FOR DECEMBER:

1. The students will be better able to identify the positive aspects of their personality.
2. Clarify the value of positive thinking.
- 3.
- 4.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
	1 NO SCHOOL	2	3 I.B. "Perfect Square"	4
7	8 F.R. New Classmates	9 Review and update 1/24 Goal	10	11
14	15 I.B. Perfect Square	16	17 S.A. & A.A. "Either Or Forced Choice"	18
21	22 S.A. & A.A. "The Nourishing Game"	23	24 Review and Evaluate Goal for 1/24	25 NO STUDENTS
28	29 Set Goals and Sub-goals for 3/21	30	31	

OBJECTIVES FOR JANUARY:

1. Students will be better able to state their own personal values.
2. Help the student be more aware of who they are and who they wish to be.
3. The students will be better able to express their feelings.
4. The students will be better able to convey thoughts to one another.
5. The students will be better able to use non-verbal methods of communication.
- 6.
- 7.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5 C "Human Machine"	6	7 C "Winking"	8
11	12	13 Review & Update 3/21 Goals	14 C "Sending a Message"	15
18 NO SCHOOL	19 I.B. "Trust Walk" Intro. Level 1	20	21 I.B. "Trust Walk" Level 2	22
25	26 I.B. "Space Tower"	27 Review & Update 3/21 Goals	28	29

OBJECTIVES FOR FEBRUARY:

1. The student will be better able to understand the meaning of trust.
2. The student will be better able to see the benefits of cooperation.
3. The student will improve listening skills.
- 4.
- 5.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
3	4 I.B. "Cash Machine"	5	6 C "Solve the Mystery"	7
10	11 I.B. "Group Picture"	12 Review and update 3/21 Goals	13 S.E. & P.I. "Success Sharing"	14
17	18 C "Human Machine"	19	20 I.B. "Four Corner Puzzle"	21
24 NO SCHOOL	25 NO SCHOOL	26 NO SCHOOL	27 NO SCHOOL	28 NO SCHOOL
31 I.B. "Tic-Tac-Toe"				

OBJECTIVES FOR MARCH:

1. The student will be better able to understand the meaning of trust.
2. The student will be better able to see the benefits of cooperation.
3. The student will improve listening skills.
- 4.
- 5.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Set Goals and Sub-goals for 6/7	2	3 V. "Fall Out Shelter"	4
7	8 V. "Cave In"	9	10 V. "Forced- Choice Ladder"	11
14	15 Goal Setting "Write a Letter to Yourself"	16	17 Review and Update Goals for 6/3	18
21	22 C "Winking"	23	24 C "Letter Puzzle"	25
28	29 C "Solve the Mystery"	30		

OBJECTIVES FOR APRIL:

1. The students will be better able to communicate with each other.
2. The students will be better able to identify their own values.
- 3.
- 4.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
			1 S.A. & A.A. "The Nourishing Game"	2
5	6 Review and Update Goals for 6/3	7	8 F. & R. "Partners & Patterns"	9
12	13 V. "S. S. Overboard"	14	15 V. "Rank Order"	16
19	20 F. & R. "Write a Recipe for a Good Friend"	21 Review and Update Goals for 6/3	22 V. Read the letter You wrote 5/20	23
26 NO SCHOOL	27	28 F. & R. Quick Activities # 17	29	30

OBJECTIVES FOR MAY:

1. The student will be better able to understand and cope with siblings.
2. The student will be better able to understand the effects of friends on the individual.
3. The student will be better able to identify the characteristics of a friend.
- 4.
- 5.

Advisory Activity Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
2	3 Review and Evaluate Goals	4 Plan End of Year Party	5	6 End of Year Party

SEPTEMBER

- 8 Lessons- Communication skills, getting acquainted, verbal and nonverbal patterns and their effectiveness
emotions, control, getting needs met
- focus on behavior

OCTOBER

- 8 Lessons- Goal setting
- knowing what you value, making a plan to reach established goals, monitoring the process

NOVEMBER

- Lessons- Problem solving
-focus on solutions, alternatives when the ideal solution isn't realistic/viable

DECEMBER

- Lessons- Application/Practice of learnings to this point
- Individual conferences following the close of the first trimester (Nov. 26)
-assessment of goals which were set and attained or not met

JANUARY/FEBRUARY

- Lessons- Needs/Values

MARCH

- Lessons- Transitions- cases/examples of coping with change, death, divorce, relationships etc. which actively involve the student and provide an opportunity for understanding and dealing with such life experiences

APRIL

- MAY/JUNE- Extension of communication skills, now, at the end of the year a more in depth look at oneself for the purpose of evaluation.....Who am I ? What am I? (now as opposed to the "me" in September) What am I becoming? What patterns of relationships am I developing?

Things are moving. Students are expressing good thoughts about their advisories!! Hopefully, last week's "lessons" helped everyone to get acquainted and to begin developing some meaningful relationships.

This week's lessons are meant to help students understand what feelings are and how feelings influence both thought and action. Communicating feelings verbally and nonverbally is the focus for this month.

We will try to provide lessons/activities that have a minimum amount of teacher input and a maximum amount of opportunity for student interaction. Their emotional and social development is too significant to be left to chance.

*****NOTE: IF PRINTING PERMITS.....it would be ideal to get these plans to you by Thursday afternoon so that you could clear up any questions or concerns on the Friday before.

Lesson #1

This activity is designed to get students to see how one is able to communicate without using words. Students need to be sensitive to the fact that what they do nonverbally affects their communication.

Attached to this lesson you will find "Feeling Word" cards. You will need to arrange these face down on a desk or put them in a sack, hatanything to contain them.

You may want to tell the class that a feeling is an emotional response or reaction to something. As we grow, our feelings may change or get more complicated. Often times we use words to let people know how we are feeling. (Students may provide some examples of verbal communication of feelings....."This class _____s!" "I love that P.E. class") BUT in this activity we are going to communicate feelings without using words.

ENTER FLEXIBILITY- You may want to model the procedure for the class. You are selecting a drawing a "feeling" card and communicating the feeling nonverbally. Students can volunteer to select a card and communicate the feeling. The other students can check their abilities or skills by trying to figure out the feeling/message that is being communicated. Feel free to adapt this activity to fit your advisory. It could be a competition to see who is best able to identify the feelings. If people in your advisory are uncomfortable to "act" in front of the group then you could divide the cards and split the class into groups of smaller numbers.

After the students get the idea of focusing in on nonverbal communication examples you may want to relate it to their own lives. How do they present themselves when

- communicating a need for help
- meeting someone for the first time
- saying hello
- feeling angry

How people respond to us is not just as a result of what we have said verbally but what we have said nonverbally.

Lesson #1 and #2 (Week of September 22-26)

This is a two day lesson. You may want to abbreviate it if you are finding yourself behind schedule and you need time to catch up.

The following 3 examples should provide your students with some situations to which they can apply some of their knowledge of nonverbal and verbal communication. The student will be able to identify his/her emotional response to a given situation and will be able to determine the most effective way of communicating this emotion using both verbal and nonverbal skills.

DAY ONE- Give the students the following class/school situations. Have them try to put themselves into the situation so that they will be able to understand it and know how they would react. After the situations have been presented, each student is to briefly outline or write down how he would feel if this situation was real and how he would communicate this feeling to others (teachers, administrators or friends). The student should be encouraged to think of how he/she would respond physically (nonverbally) as well as orally.

SITUATION ONE - In a classroom a test or quiz is being given. It doesn't matter if the subject is spelling or math. The kid behind you drops his/her paper and/or pencil. You pick it up and turn around to hand it to him/her. The teacher is in the front of the room and sees you do this BUT thinks that you are cheating. Because you were tardy to class, your name is already on the board. This situation causes you to get a check after your name and the teacher throws your paper away.

HOW DO YOU FEEL? HOW ARE YOU GOING TO COMMUNICATE THIS FEELING TO THE TEACHER?
WHAT IS YOUR REACTION GOING TO BE?

SITUATION TWO - You are in a class where one of the rules states that you are to be quiet unless you have been called upon to speak. You haven't been in this class for the past 3 days because you have been home sick. You are excited to be back in class. There are 5,000 things that you want to tell your friends.

HOW DO YOU FEEL? WHAT ARE YOU GOING TO DO? CAN YOU CONTROL YOUR FEELING OF EXCITEMENT?

SITUATION THREE - Your best friend has been invited to a party. You were not invited to the party. Because your best friend accepts the invitation, you start bad-mouthing your friend.

HOW DO YOU FEEL? WHAT ARE YOU GOING TO DO? WHAT CAN YOU DO TO MAKE THE SITUATION BETTER?
WHAT COULD YOU HAVE DONE TO PREVENT THE SITUATION FROM HAPPENING and STILL KEEP YOUR FRIENDS?

Again, DAY ONE should be spent thinking about the situations and planning your position. Each student should find one situation to which he/she is able to respond.

DAY TWO- During this session the students can share their reactions and EVALUATE the effectiveness of various responses. The student should be able to realize that certain responses/reactions affect the way in which others respond to him/her. The emphasis should be on making the student realize that the decisions he/she makes regarding what to say and how to say it in many cases control the outcome of the situation.

For the month of October we will focus on self-awareness, values, and goal setting. The process of establishing goals, both short and long term, should coincide with the process of conferencing after the student progress reports.

The lesson(s) for the week of October 6th deals with values. We have designed this lesson for two days and we will check with you to see if you were able to complete it. Please read the entire lesson and check with us if you are unclear before beginning the lesson.

Thanks

Lesson # 7 (day 1) VALUES

OBJECTIVE: STUDENTS WILL BEGIN TO UNDERSTAND WHAT VALUES ARE AND WILL CONSIDER SOME VALUES OF THEIR OWN.

(Because of the nature of this content it is important that the teacher provides input regarding values.)

SET:.....Think of a time when you have had to make an important decision. Suppose you have been saving money for something you have wanted for a long time. You get a call from a friend of yours who is broke and needs some money to buy his mother a birthday gift.

.....THE DECISION THAT YOU MAKE, REGARDLESS OF WHAT IT IS, REVEALS SOMETHING ABOUT WHAT IS MOST IMPORTANT TO YOU.

.....IN THE NEXT FEW WEEKS WE WILL GET TO KNOW MORE ABOUT OURSELVES AND WHAT IS IMPORTANT TO US. WE WILL ALSO SEE HOW THOSE THINGS THAT ARE MOST IMPORTANT TO US ARE REVEALED BY WHAT WE DO AND SAY.

.....THOSE THINGS, PEOPLE, CONDITIONS, AND QUALITIES WE CONSIDER MOST IMPORTANT AND WOULD MOST HATE TO LOSE REFLECT OUR PERSONAL VALUES. THOSE THINGS WHICH HAVE SOME WORTH ARE THINGS WHICH WE VALUE.

.....LET'S LIST SOME OF THE THINGS, PEOPLE, CONDITIONS AND QUALITIES WHICH WE VALUE.

(TEACHER MAY WANT TO START THE LIST BY WRITING SOME OF THE THINGS WHICH HE/SHE VALUES ON THE BOARD)

for example- motorcycle, friends and their acceptance, pet dog or cat, piece of jewelry, mother, father, minister, coach, having enough to eat, having a private bedroom, being trustworthy, enjoying good health.....

After the students have "brainstormed" the list of values have the class consider the following questions in a discussion.

1. WHY DO YOU THINK PEOPLE IN THIS ROOM DIFFER ABOUT WHAT THEY CONSIDER IMPORTANT?
2. WHAT INFLUENCES OUR DECISIONS ABOUT WHAT WE CONSIDER MOST IMPORTANT? (ie. Why do we have the values we have?) accept any reasonable answers -as long as they include (!!**) family financial situation, religion, parental values, teachers' values etc.
3. DO YOU THINK YOU WILL CONSIDER THE SAME THINGS TO BE IMPORTANT TEN YEARS FROM NOW? WHY OR WHY NOT?

...At the end of the period (before the end) have students state, again, what we mean by the term value. Emphasize the fact that many people value, or find important, many different things. Also stress the fact that values are not only material goods but qualities and conditions as well.

10/1/80

The students in your advisory should have a good idea as to what we mean by the term value. They should also be aware of the fact that we all have different values because the values that we have come from different parents, religions, attitudes and financial situations.

During this advisory period the students will be completing a questionnaire which will require that they consider their own personal values. Afterwards, small groups will be comparing the unsigned questionnaires to determine shared and unique values.

OBJECTIVE: STUDENTS WILL BECOME AWARE OF SOME OF THE VALUES THEY SHARE WITH CLASSMATES. AND SOME THAT ARE UNIQUELY THEIRS.

INPUT: The teacher may find the need to review the previous day's lesson on values- what they are, where they come from, and why values are personal and different.

Tell the students.....TODAY YOU WILL BE FILLING OUT QUESTIONNAIRES THAT MIGHT REVEAL WHAT YOU VALUE MOST HIGHLY. DON'T SIGN YOUR NAME TO THE QUESTIONNAIRE BUT PUT THE NUMBER THAT I GIVE YOU ON IT IN THE UPPER RIGHT HAND CORNER.

CONSIDER EACH ITEM CAREFULLY
SELECT THE ENDING WHICH IS MOST ACCURATE FOR YOU.
WRITE IN YOUR OWN ENDING IF NONE OF THE SELECTIONS SEEMS RIGHT.

WHEN STUDENTS HAVE COMPLETED THE QUESTIONNAIRE IT SHOULD BE CLOSE TO THE END OF THE PERIOD. COLLECT THE QUESTIONNAIRES FOR USE IN THE NEXT LESSON. YOU WILL BE DIVIDING THE CLASS INTO SMALL GROUPS. EACH GROUP WILL BE GIVEN SOME QUESTIONNAIRES AND THEY WILL BE DETERMINING WHICH VALUES ARE SHARED BY THE GROUP AND THOSE THAT ARE UNIQUE TO INDIVIDUALS WITHIN THE GROUP. AFTER THE SMALL GROUPS HAVE MET THEY WILL REPORT THEIR FINDINGS BACK TO THE CLASS. THE CLASS WILL THEN ATTEMPT TO GENERALIZE ABOUT THE INFORMATION PROVIDED BY THE QUESTIONNAIRE RESPONSES.

FURTHER DETAILS WILL BE OUT NEXT WEEK FOR THE FOLLOW-UP LESSONS RE: VALUES AND GOALS.

Advisory Lesson # 9 (week of October 12-16)

This lesson takes up where we left off- the students filled out the questionnaire during the last lesson day. Because this is a continuation of lesson #8, the objective remains the same.

OBJECTIVE: STUDENTS WILL BECOME AWARE OF SOME OF THE VALUES THEY SHARE WITH CLASSMATES AND SOME THAT ARE UNIQUELY THEIRS.

You need to have the questionnaires on hand along with the list of student names and numbers. To avoid confusion, please outline the group tasks before handing out the questionnaires. Because the class will be working in small groups of about 3-4 students you may want to take some time to select the groups before the class meets. If you are comfortable with the way your class organizes its own groups then feel free to let them.

When the class meets.....

1. Tell the students they will be working in small groups for part of the period.
2. Tell the students who they will be working with (if you are selecting).
3. Tell the students that they are to select one person in their group to record the group's information. The recorder will be keeping tallies of how many people chose each ending and of the items listed under "other". (This lesson COULD be carried out by the class as a whole; the class being one group. BUT the small group arrangement should promote more involvement and interaction.)
4. THE GROUP'S TASK- Your group will be receiving some of the questionnaires you filled out last week. (1 per student) As a group you are to look at the questionnaires one item at a time. Tally up the number of times each ending was selected. The recorder will record this. Then go back over each statement and try to figure out what each choice reveals about students' values. When you have finished tallying the results we will meet as a large group. Your recorder will report the groups findings to the class.
5. When the small groups have completed their task then the groups' recorders will present the findings to the class. You need to record the findings on the board (or have a student do it). At the end of the presentations you should have a list of the questions' numbers and the number of the most selected choices.
6. By looking at the results of the questionnaires it will become apparent which values are shared by the group and which are unique to small numbers of students within the class.
7. Try to have the class generalize as to why certain endings were so widely agreed upon while others were more divided. We need to stress the fact that values are personal and although there are some common to each of us we could not expect to share all of the same values.
8. To make sure that the students understand how a choice or decision reveals something about what is important to us and so reflects our personal values, select one of the questions and analyze it as a group. Look carefully at each response and have the students state what the answer tells you about the person.

In the next lesson the students will be making some attempt at evaluating some values in the process of seeing how one's values affect their decisions and behavior.

Please let me know if it takes you one day to get the small groups to tally the results and you need another day to discuss the groups' findings. I will adjust!

Advisory Lesson #10

(week of October 13-17)

First of all, thanks for the comments regarding the past few lessons! We are aware that some of you are ready for this lesson this week and that others need more time. Next week will probably be catch-up and conference time.... things will work out in the end!

We have received a few comments regarding the teaching of values. The lessons and activities that we have put together center around selecting alternatives in valuing situations in the process of becoming aware of our values. We can't teach values. Priests and ministers can't teach values. BUT we need to help students EXPOSE their values. We need to provide opportunities for students to see, to think, and to feel what they and others believe. It is important that students be aware of the fact that our values are personal. Some of our values are shared by members in a group while some are uniquely ours. This lesson attempts to get students to see how personal values should not violate the values of those around them.

OBJECTIVE: STUDENTS WILL BECOME AWARE THAT THEY HAVE THE RIGHT TO THEIR OWN VALUES BUT THE VALUES OF OTHERS SHOULD NOT BE VIOLATED IN THE PROCESS.

At the beginning of the period have the students recall the previous lesson/discussion. Emphasis should be placed upon the awareness of shared values and unique, personal values. You may want to have a few students summarize or generalize re: the questionnaire discussion.

Tell the students that sometimes our individual values get in the way of other people's individual values. For example (please use this appropriate example)... SPITTING.

You may want to draw a horizontal line on the board (a continuum). You could tell the students that we could put x's on the line to represent where we stand on the issue of spitting. FOR EXAMPLE- SPITTING

X
here we have the person
who never spits, is sick
at the thought of it, etc.

X
at this extreme we have the
constant spitter. He spits
on or at everything. LOVES
to spit.

Quickly have the students tell where they stand on the continuum and WHY. This should be a physical, clear and visual representation of the various attitudes in the class regarding spitting. Point out that many of the X's on the continuum violate the other positions. Have students brainstorm other situations similar to this....where one person's values violate the others. The students may come up with school behaviors such as swearing, drinking, vandalism, etc. Emphasize the fact that we recognize each individual's values but also recognize the needs of most in the group. You may want to use the spitting example in citing those areas that prove to be detrimental to the group, i.e. unpleasant, degrading, hazardous to your health.

Look at the list created by the brainstorm and see if students can find a common thread which connects the situations/behaviors such as SCHOOL RULES. The students should be able to relate the need for school rules, why we have them and who decides what the rules are. The students should be made aware that the school rules are created by the community and school members/administrators who want the school to be a place for acceptable social behavior and citizenship. We are aware that the school is made up of many students with many different values. BUT we have established rules that will protect those values which the majority feels are common to most.

Have your students relate the objective of this lesson to the issue of spitting.

Many of you have said that you need more time for conferencing and for planning the "party" to be held on Halloween. Because we are cutting two advisory periods to accomodate the 8th grade testing program, we are going to hold off on our plans for goal-setting until the first week in November. We are not going to provide a formal lesson for advisory this week as we would like you to prepare for your Halloween party. Time will be needed to focus on the appropriate behaviors during parties.

The following is a list of suggestions..... things that people have done successful in carrying out their advisory parties:

- committees were selected for food, activities, clean-up; students were each given a responsibility in the process of planning and contributing
- teacher collected \$ from each student and a few people or the teacher were responsible for getting the "goods"
- teacher brought a cooler with ice and a gallon jar for mixing punch- teacher got the water before the party
- students brought foods to the room before school on the day of the party so that they wouldn't have to go to their lockers and waste party time
- students decided that they liked cupcakes better than cakes because by their very nature they were easy to manage- no cutting, etc. - and "everyone gets the same amount"
- the nonperishable items such as napkins, paper plates (if necessary), forks, cups, etc. were brought a few days ahead of the party so the class knew if they were lacking before it was too late
- a punch mixing container was donated for the year and was always in the room
- student contributions were discussed with parents before the due date so that a "NO, I'm not going to go out and buy 22 packs of twinkies." response could be dealt with before the twinkie-lovers rebelled.
- bubble-gum-blowing contests (with appropriate Star Wars music playing in the background) was a great activity because it gave students something to do besides eat
- expectations of student behavior were spelled out in advance so that students knew what to do and how to do it when they attended the party.

CHECKLIST

- _____ napkins, plates, forks, etc. (non perishable items) brought early and stored in room
- _____ container for mixing punch- if necessary- in room beforehand
- _____ activities for during party planned
- _____ clean-up committee selected, members know tasks- wiping desk tops is crucial
- _____ the behaviors that I want and need from the members of the advisory have been clearly stated and understood
- _____ food items brought before school and stored in my room so kids won't need to go to their lockers
- _____ thank you notes have been written - when one or two parents contribute a great deal of the "goods"

Many of you have said that you need more time for conferencing and/or planning the "party" to be held on Halloween. Because we are cutting two advisory periods to accomodate the 8th grade testing program, we are going to hold off on our plans for goal-setting until the first week in November. We are not going to provide a formal lesson for advisory this week as we would like you to prepare for your Halloween party. Time will be needed to focus on the appropriate behaviors during parties.

The following is a list of suggestions..... things that people have done successfully in carrying out their advisory parties:

- committees were selected for food, activities, clean-up; students were each given a responsibility in the process of planning and contributing
- teacher collected \$ from each student and a few people or the teacher were responsible for getting the "goods"
- teacher brought a cooler with ice and a pitcher for mixing punch- teacher got the water before the party
- students brought foods to the room before school on the day of the party so that they wouldn't have to go to their lockers during party time
- students decided that they liked cookies better than cakes because by their very nature they were easy to manage- no cutting at all and everyone gets the same amount"
- the nonperishable items such as napkins, paper plates (if necessary), forks, cups, etc were brought a few days ahead of time so that all classes knew if they were lacking before it was too late
- a punch mixing container was donated for the year and was always in the room
- student contributions were discussed with parents before the due date so that a "NO, I'm not going to go out and buy a bunch of twinkies." response could be dealt with before the twinkie-lovers rebelled.
- bubble-gum-blowing contests (with appropriate music playing in the background) was a great activity because it gave students something to do besides eat
- expectations of student behavior were discussed in advance so that students knew what to do and how to do it when the party started.

CHECKLIST

- _____ napkins, plates, forks, etc (non-perishable items) brought early and stored in room
- _____ container for mixing punch- if necessary in room beforehand
- _____ activities for during party planned
- _____ clean-up committee selected, members know tasks- wiping desk tops is crucial
- _____ the behaviors that I want and need from the members of the advisory have been clearly stated and understood
- _____ food items brought before school and stored in my room so kids won't need to go to their lockers
- _____ thankyou notes have been written when one or two parents contribute a great deal of the "goods"

For the next few weeks we will be working on goal-setting. Because many of you are still in need of more time for conferencing and because we are having an assembly on Wednesday, we will provide only one lesson. (At this point you are well aware of the fact that one lesson does not always mean one day!)

We will attempt to design lessons which lead the students through the process of

- identifying their personal needs
- establishing goals relative to their needs
- determining if their goals are realistic or unrealistic
- creating a plan for attaining the goal (what do they need to do, how are they going to do it, who will they need to help them, how will they monitor their progress and how will they know if they have reached their goals)

The students will be setting short term goals for the purpose of practice and reinforcement before moving on to the establishment of plans for long range goals.

.....
The students will begin to distinguish between realistic and unrealistic goals.

DAY 1 - Before the students arrive write the following on the chalkboard:

A PERSON WITHOUT GOALS IS LIKE A TRAVELER WITHOUT A DESTINATION.

Have students guess/suggest the meaning of the comparison. Tell the students that in the next few weeks they will be setting some goals. When they reach their goals they will have arrived at their destinations. Knowing where you want to go or what you want is very important. It is also very important to know how you are going to get there. Before you make plans you need to determine whether or not your goal or destination is realistic. There is no use in planning for something that is way out of reach! Today we will be looking at a few goals and we will determine whether or not they are realistic.

A REALISTIC GOAL is..... (you may want to write this on the board)

1. clear- you know exactly what you want.
2. definite- it has a time limit.
3. possible- you can achieve it with what you know now or with what you can easily learn.

Listen to this situation. Be ready to tell the group whether or not this goal is realistic. Also, be ready to tell the group WHY you feel that this goal is realistic or unrealistic.

Last summer, Mark's best friend, Dave, moved to a farm 200 miles away. When he moved, Dave invited Mark to visit the farm for a month the following summer. Mark's parents gave him permission to go, but told him they could not afford to pay his expenses. Mark was determined to make the trip. He figured out that he would need 200.00. So Mark set a goal of earning 200.00 by next summer.

ASK THE CLASS- Is Mark's goal realistic or unrealistic? WHY?

- How might Mark achieve his goal?

(keep reading) Let's see if Mark achieved his goal. Mark made a list of all the jobs he would be willing to do, and the charge per hour for each. Then he gave the list to the families in his neighborhood. Slowly, he began getting calls for his services. In a few months, he had a number of steady jobs that kept him busy and added to his savings. By April, Mark had reached his goal of 200.00 but he didn't stop there. He decided he could use the extra money to buy some new jeans and shirts for the trip. Mark had a great idea! Why not continue doing odd jobs after his visit with Dave, and during the coming school year? He'd be able to buy any new clothes he needed for school and could keep himself in pocket money. His parents would appreciate that, he knew. Mark told all his employers he was going on a trip during July, but said he hoped they would call him again in August.

- Why did Mark work so hard to achieve his goal?
- How do you think Mark feels about achieving his goal?

At this point the students should have a pretty good idea as to what is meant by the term realistic goal. The above 2 questions should focus some attention on the facts that

1. If you really VALUE the goal you will be more inclined to reach it.
2. People who set realistic goals and achieve them feel confident and successful.

In closing, and preparing for the next step, have the students consider goals that they have set for themselves in the past and accomplished. Tell the class that Mark's goal was a long range goal. He worked for months in the process of attaining it. Ask them to think of a short term goal that they could set for themselves ie. keeping their room clean for a week, never being late for Math next week, walking their dogs everyday for a week.....etc. Ask them to have a short term goal in their heads when they return for the next lesson day.

If there is time, you may want to review realistic goals and the 3 qualities mentioned before.

As of 11/6/80 we are getting reports that some of you are 2-3 lessons behind. Many of you have lost your lesson day because of the testing, the assembly, the holiday, and the special advisory day. Next week we will be checking with you to determine where you are in this goal-setting business!

This lesson will focus on setting a short term goal. Students need to go through the critical steps of goal-setting. Setting a short term goal will allow for instruction, practice, and reinforcement before setting long range goals.

Before starting this lesson your students should have the following information:

1. A realistic goal is clear, definite, and possible.
2. People who set realistic goals and achieve them feel confident and successful.

At the end of the last lesson you asked your students to prepare some ideas and suggestions as to the types of short term goals they could set. Have your class brainstorm these typical short term goals. In the process of listing them you may provide some direction for the students who have no ideas regarding short term goals. Possible suggestions could include:

- going a week without a "zap" or detention in school
- keeping a bedroom "clean"
- remembering lunch money everyday
- being on time for every class for 3 straight days
- exercising a pet everyday for a week

The possibilities for setting a short term goal are endless. Students may set goals to resolve problems, show improvement, or reach an objective. Have students set a 5-7 day limit on these goals. If a student has a particular problem and you feel 3-5 days would be an appropriate time to work on it- feel free to be flexible!

BEFORE you have students complete (or begin) the goal-setting worksheet remind them to consider the following questions.

1. Do I value the outcome or attainment of this personal goal? ie. Is it important to me to keep my room "clean" for a week?
(STUDENTS NEED TO REALIZE THAT IF THEY VALUE THE OUTCOME THEY WILL MORE LIKELY ACHIEVE THE GOAL.)
2. Is the goal realistic?
 - clear
 - definite
 - possible

A "YES" TO #1 IS NOT NECESSARY BUT IT INCREASES THE CHANCE OF SUCCESS.

A "YES" TO #2 IS NECESSARY!!

.....
HAND A GOAL-SETTING WORKSHEET TO EACH STUDENT

If time permits- fill out a worksheet with a goal of your own. Use your model in guiding the students through the worksheet.

If you are out of time you may want to wait until the next session to work on the hand-out. In any case.....

1. The student should write his/her goal on the worksheet. You can check to see that the student has determined whether or not it is realistic.
2. Time should be allowed for the student to work independently in the completion of the "plan".
3. You may want to have students pair-up to check their plans and to offer each other suggestions. A friend from the advisory could be one person who checks/reminds the student of his/her goal.

Name _____

Date _____

MY GOAL-_____

MY GOAL is REALISTIC- _____ It is clear. I know exactly what I want.

 It is definite. It has a time limit.

 It is possible. I can achieve it with what I know now or with what I can easily learn.

PLAN...PLAN...PLAN...PL N...PLAN...PLAN...PLAN...PLAN...PL N...PLAN...PLAN...PLAN...PLAN.

1. What must I do to achieve this goal? _____

2. How will I do it?

3. Who can I get to help me? _____

4. How will I check to see if I am working toward my goal? _____

STUDENT'S SIGNATURE _____

ADVISOR'S SIGNATURE _____

Thanks for your input last Friday. Ten of you are on schedule and are ready to move on. Five of you need time to catch up and twelve of you have alternative activities that you would like to do. We seem to have gotten off schedule because of the assemblies, holiday and complexity (!@#?) of the lessons. It is important that we get back together. Because most people need some breathing space we will not hit you with another lesson this week. The following are suggestions or alternatives for this week.

1. If you are all caught up with the lessons related to goal-setting you may want to take some time to reinforce the process of setting goals. Now that your students have attained (?) their short term goals they can review what they did which enabled them to reach their goals. Being successful and knowing what you did to become successful increases the chance that the process will repeat itself.
2. Some teachers have stated that the students need study time in this last week of the trimester. Study hall time?
3. Many students have assignments that they need to make up before the trimester ends. Last year I found that my students were "afraid" to ask their teachers for the assignments that they missed. We talked about appropriate response styles- "nice" ways of asking your teacher what you could do to wrap things up before the grading period ends. Some students made little notes which they gave to their teachers after class requesting a list of missed assignments that could be completed. ie.

Jim Davison
English- Ms. Smith
Assignments missed-

-
-
-
-

4. Have your students write some positive reinforcement notes to their teachers. This worked really well. It gets the students to focus on the positive side of teachers. If a student has a teacher for a 1 trimester class it is valuable for them to think of those things they liked about the teacher and to communicate their feelings before the end of the trimester. Let the kids have some of your "happy-grams" to fill out or let them make their own. This activity was well received by the recipients of the "happy-grams". Sometimes we are surprised at who likes what and what they like!
5. Human Bingo- Players are given sheets of paper divided into twenty squares. Each player must get a signature of someone present in each square. Names are written and placed in a hat. The leader draws these names one at a time. When a player's name is called he stands and turns around slowly. Every player with the name on his sheet checks it. When a player completes four checks in a row, horizontally, vertically, or diagonally, he yells "BINGO".
6. DETECTIVES- 2 or 3 people go out of the room. The people remaining in the room select some object as the object they want the detectives to locate. This object can be anything in sight. The detectives come back and begin quizzing the individuals in the room. It is not allowable to ask a player if he has the object on his person, though a detective may ask someone else if a certain player has the object. The detectives are allowed 3 questions each...by clever questioning they will soon discover the object.

Thanks to Joan and Lynn for 5&6!

The week of December 15th has been set aside for conferences. Hopefully, you will have time to meet with each student during this four day period. Friday, December 19th, will be "party time" and the advisory will be extended to 10:30.

.....

The following lesson is a plan for incorporating the establishment of a long range goal in the conference procedure. Accompanying this page you should have a master for making an optional transparency and enough long range goal-setting worksheets for your advisory.

During the first trimester each student was to set and accomplish a short term goal. The process for setting a long range goal will be the same. Because so much time has elapsed it is important to review this process with the students.

MONDAY- Group instruction/review, establishing procedures for the week's conferences

TELL YOUR STUDENTS- You have completed one trimester and have received your grades for that trimester. Your report card reflected not only your academic skills and achievements but also your efforts and behavior. During this week I will be meeting with each of you individually to discuss your successes and weaknesses at school. You will be making a plan for setting a long range goal. This goal must have something to do with school. It may be that you want to get a "C" or a "B" in a class in which you earned a "D" during the first trimester. Maybe you are getting decent grades but you would like to improve your behavior so that you get positive comments on your next report card. You will be identifying an area in which you want to improve. You will also be writing a long range goal. A long range goal is a goal which takes a long period of time to achieve. You will have all of the second trimester to work toward reaching this goal.

Before I have a conference with you I would like you to have reviewed your performance at school during the first trimester. Let's go through the process of deciding which area needs work and how we write a realistic goal to improve that situation. This will give you some practice before you do your own goal-setting.

IF YOU DECIDE TO MAKE AN OVERHEAD TRANSPARENCY FROM THE ATTACHED MASTER, PUT IT ON THE OVERHEAD AT THIS POINT.

Suppose this is your report card from the first trimester. Let's look it over and see if there are grades or behaviors which could be improved. (The students should note the D in Reading and the negative comments in reading. The "missed assignments..." comment in math and the "capable of better work" comment in P.E. probably related to academic achievement. The "disruptive behavior" comment in science should be identified as a non academic area in which to improve.) IT IS IMPORTANT TO MENTION THAT THE STUDENT MAY FEEL THAT A "C" GRADE IN SCIENCE OR MATH IS AS HIGH A GRADE AS POSSIBLE ie. THE STUDENT HAS ALREADY PUT A LOT OF EFFORT AND TIME INTO THOSE CLASSES AND FEELS THAT HE JUST DOES'NT HAVE IT WHEN IT COMES TO THOSE SUBJECTS. REMEMBER- A REALISTIC GOAL IS ONE THAT IS POSSIBLE.

*****After identifying an area for improvement, have someone write a goal for the example. ie. I will make up all missed assignments in math during this trimester.

I will bring my reading book, pencil, and notebook to reading each day of this trimester.

I will not be disruptive in science. I will not get my name on the board in that class.

*****Have the students analyze the goal which has been proposed. Ask the following questions.

1. Is it clear? Make sure that they know the difference. I will do better in science is not a clear goal. What does better mean? How will you know if you have done it? I will bring my reading book, pencil, and notebook to class each day is a clear goal. It is specific. It is easy to understand what you must do.

2. Is it definite? IT MUST HAVE A TIME LIMIT. EACH GOAL MUST REFLECT ITS LONG RANGE NATURE- IT MUST BE REACHED AT THE END OF THE SECOND TRIMESTER. IT MUST BE WORKED DURING THE ENTIRE SECOND TRIMESTER.

3. Is it possible? AGAIN, mention that it must be within the student's capabilities. It probably would not be possible for the student who is working like mad to get a "C" in math to set a goal to get an "A".

After you have reviewed the process of identifying needs and setting goals.....
 Tell your students that you will be giving them goal-setting worksheets. You would like them
 to consider their report cards and go through the process of identifying an area for improvement.
 When you call each student up for a conference you would like them to have their worksheets
 the top part completed.

During the conferences- you can review the student's report card and see if the goal that
 has been written is consistent with your evaluation of academic and behavioral performance.
 After approving the goal take some time to help the student work on the plan for reaching
 the goal. Make sure that both of you sign the worksheet. You will be checking/monitoring
 the student's progress throughout the trimester. Spaces have been provided for reviewing
 the goal every other week during the second trimester. It would be nice if the students
 kept the worksheets and brought them on the designated "check day".....BUT...something
 tells me that the advisory teacher should keep them in a folder for reference every other
 week. Because each student will have a lot of free time while others are being conferenced,
 it might be valuable to have each student write their goal and plan inside their Pee Chee ,
 notebook, or whatever. This would reinforce the student's knowledge of the plan and would
 provide him/her with a personal copy of it.

N O T E !!!

This lesson looks long and complicated. I hope that after you have read it over and
 thought about how you will present it, it will not seem quite so ominous.

If you need clarification, help, or suggestions please feel free to ask!

REPORT CARD
CASCADE MIDDLE SCHOOL

94

Joe Schmoe

Grade 7

First Trimester 1980

Period 1..... English	B-	Student is making satisfactory progress. All work has been completed
Period 2..... Reading	D	Fails to bring materials to class Low grade due to low test scores
Period 3..... Social Studies	B	Positive contributions to class discussions Works well in group situations
Period 4..... P.E.	C	Student is making satisfactory progress Capable of better work
Period 5..... Science	C	Great improvement is noted Disruptive behavior affects student's learning
Period 6..... Math	C	Student has completed student learning objective Missed assignments were not made up

1. What grades or comments regarding behavior could be improved?
2. What goal could I set to improve this by the end of the second trimester?
3. Is my goal realistic?
 - Is it clear?
 - Is it definite? (Does it have a time limit?)
 - Is it possible? Can I achieve it with what I know now or with what I can easily learn?

NAME _____ DATE _____ 95

MY GOAL _____

MY GOAL IS REALISTIC- _____ It is clear. I know exactly what I want.
_____ It is definite. It has a time limit.
_____ It is possible. I can achieve it with what I know now
or with what I can easily learn.

.....
HERE'S THE PLAN.....

1. What must I do to achieve this goal? _____

2. How will I do it? _____

3. Who can I get to help me? _____

4. How will I check to see if I am working toward my goal? _____

STUDENT'S SIGNATURE _____ I will reach my goal by the following

date-

ADVISOR'S SIGNATURE _____

.....
ADVISOR TO MONITOR THE ATTAINMENT OF THE LONG RANGE GOAL - EVERY OTHER WEEK THROUGHOUT 2nd SEMESTER

_____ Dec. 15 (set goal)

_____ Feb. 26

_____ Jan. 12

_____ March 6 (Has the student
reached his/her goal at
the end of the 2nd tri-
mester?)

_____ Jan. 26

_____ Feb. 9 (Do Progress Reports reflect
the student's efforts to attain the goal?)

Next week we will be providing you with our plans for the next unit on problem-solving and decision making. That unit will begin on January 19th. Because we need more time to finalize our plans and because we are still getting reports that many of you have students who have not yet completed the goal setting worksheet, we will use next week (Jan. 12) as a "transition period".

Of primary concern seems to be the process of monitoring the students' attainment of the long range goals. Realistically it would be impossible (?) to know if the students in your advisory are working on their long range goals, given the amount of time you have with them and the number of them. By taking a minimum amount of time each week you can remind the student of the goal he/she has set. Maintaining the focus is what we mean by monitoring. Perhaps you would like to time when your students are playing games or studying to ask them about their goal. They need to know that you care whether or not they are working toward it. Your interest in checking might motivate them. After the Pupil Progress Reports are handed out you may get more concrete information regarding their goals.

By the way- in visiting some of the advisories it has been great to see the conference process at work.

Below are some suggestions for next week.

1. The Prince of Paris

Players sit in rows of desks or in a circle; they number off consecutively. The teacher or person who is "it" says, "The Prince of Paris lost his hat and whose to blame for all of that #23?". #23 says, "Who sir? I sir?". Before the teacher says, "#23 to the foot sir." #23 gives another number, who must reply, "Who sir? I sir?" before the teacher says, "#_____ to the foot sir." If the teacher beats #_____ that person must go to the end and assume the last number. All players move up one number.

Object- To get the #1 position and stay there.

2. Compliments

One player leaves the room. Leader picks 3 people to write down compliments. Player comes back into the room and compliments are read. Player must identify persons with the compliment they wrote. If he is correct those people take their turn at leaving the room. If there are no correct guesses, the person that left the room may pick someone to leave the room.

3. Fire

The person in the centre of a ring of players points his finger at one of the players and shouts, "Earth", "Air", "Water", or "Fire" and counts to 10.

The person to whom he points must answer appropriately before the person in the center can count to 10.

If Earth is called, he must name some quadruped (horse, cow, dog, etc.)

If Water is called, (whale, shark, perch, etc.).

If Air is called, any bird or flying insect could be named.

If Fire is called, the player must remain silent.

Object- To get out of the center of the circle.

A reminder that progress reports will go out January 20th. During the week of the 26th time should be given to matching pupil progress with the goal setting. As important as identifying those who are not meeting their goals, we need to positively reinforce those who are. Again, this conferencing is not meant to involve a lot of discussion with each child. Your goal should be to remind the student of his/her goal.

We will be supplying you with lessons pertaining to conflict and problem-solving. Please try to maintain the schedule. It is easier if we are all going at the same rate.

We are beginning a unit on problem-solving skills. This unit should incorporate the content to this point: communication styles, values, and goals. This week's lesson deals simply with the identification and labeling of CONFLICT ie. what is a problem or a conflict? This lesson requires teacher input. Other lessons in this unit will make use of audio and video tapes, panel discussions and simulations all dealing with the process of decision-making/problem-solving.

UNIT OBJECTIVES:-The students will become more comfortable sharing their ideas with others while brainstorming various solutions to problems.

-The students will become more skillful at identifying possible courses of action and probable consequences in the resolution of conflicts.

-The students will adapt their feelings to the give and take of discussions of complex ethical and moral issues.

-The students will improve their ability to relate specific outcomes to possible causes.

-The students will improve their abilities to determine possible courses of action and the probable effects of each and will realize that most conflicts with others have rational solutions.

-The students will begin to consider the best solutions to be both personally satisfying and socially acceptable.

(WE WILL ADD TO THIS LIST)

January 19th- Given a situation which involves conflict, the student will be able to identify the conflict and will be able to tell what a conflict is.

Give your students this situation- It is a Thursday night and you get a call from your friend inviting you to a skating party that night. You realize that you have a test the next day and you haven't studied for it. You decide to go to the skating party. The next day you are offered a cheat sheet by another friend.

-----This may be similar to a situation you have experienced. What seems to be the problem? (I wanted to go to the skating party to be with my friends and I wanted to get a good grade on the test.) (Another problem might be the fact that I don't know whether to cheat or not.)

-----This situation would involve a conflict. A conflict is a problem. The problem can be a disagreement with another person or a struggle within yourself. When you want two different things at the same time you are experiencing a conflict. It is kind of like the expression "...have your cake and eat it, too." Conflicts are frustrating because you have to make a decision. You have choices and each choice produces a different outcome. In the next few weeks we will be talking about conflicts. We will look at different problems and learn ways to arrive at the best solutions.

-IN THIS LESSON, we simply want you to introduce the topic. At the end of this short discussion you will need to check to see if the kids understand What a conflict is. One way of doing this would be to have the students generate some situations and have your class identify the problems associated with the situations. Emphasize the fact that a conflict involves choices, feelings, outcomes and frustrations. Next week we will begin the process of working through problems to the solution state.

February 9, 1981

To: Cascade Staff
 From: Gene Balint
 Re: Valentine Parties in advisory, February 13, 1981

1. Advisories are extended 10 minutes -- 10:00-10:30
 Third period begins at 10:35.
2. Garbage containers will be given to each advisory teacher for food disposal.
3. No parties are authorized for regular classrooms -- parties should be held in advisories.
4. Home Ec. and art instructors and kitchen people are not to be bothered for party supplies.
5. A list of suggestions, previously published by Bruce and Chuck, is worth considering again in your planning.

-committees were selected for food, activities, clean-up; students were each given a responsibility in the process of planning and contributing.

-teacher collected \$ from each student and a few people or the teacher were responsible for getting the "goods".

-teacher brought a cooler with ice and a gallon jar for mixing punch -- teacher got the water before the party.

-students brought foods to the room before school on the day of the party so that they wouldn't have to go to their lockers and waste party time.

-students decided that they liked cupcakes better than cakes because by their very nature they were easy to manage -- no cutting, etc., and "everyone gets the same amount."

-the nonperishable items such as napkins, paper plates (if necessary), forks, cups, etc. were brought a few days ahead of the party so the class knew if they were lacking before it was too late.

-a punch mixing container was donated for the year and was always in the room.

-student contributions were discussed with parents before the due date so that a "NO, I'm not going to go out and buy 22 packs of twinkies," response could be dealt with before the twinkie-lovers rebelled.

-bubble-gum-blowing contests (with appropriate Star Wars music playing in the background) was a great activity because it gave students something to do besides eat.

-expectations of student behavior were spelled out in advance so that students knew what to do and how to do it when they attended the party.

CHECKLIST

_____ napkins, plates, forks, etc. (non-perishable items) brought early and stored in room

_____ container for mixing punch -- if necessary -- in room beforehand

_____ activities for during party planned

_____ clean-up committee selected, members know tasks -- wiping desk tops is crucial

_____ the behaviors that I want and need from the members of the advisory have been clearly stated and understood

_____ food items brought before school and stored in my room so kids won't need to go to their lockers

_____ thank you notes have been written -- when one or two parents contribute a great deal of the "goods"

This week we are going to pick up where we left off before the progress reports were distributed and the goal-setting conferences held. If you are feeling bogged down with the conferencing it is probably because you are being too conscientious! Please check with Holway or Woodard for some time-saving tips.

The first lesson in the unit on problem-solving focused on the definition of a conflict and the identification of a conflict in a given situation. This lesson will expand upon that knowledge as we attempt to provide instruction in the process of solving problems. Our overall game plan is to

- review what a conflict is
- identify conflicts and probable resolutions
- predict the consequences of resolutions
- determine probable causes for specific human behavior
- determine rational solutions to conflicts
- identify skills which are helpful in resolving conflicts
- provide practice in resolving conflicts
- appraise realistically our own abilities to get along with others

LESSON- This lesson makes use of an audio tape. A tape recorder with the tape will be delivered to you on the day of your lesson. It will be your responsibility to return the tape and the recorder to the library as we have only 13 tapes and players and will rotate them among the three groups of advisories.

TELL YOUR STUDENTS- Today we are going to be listening to a tape recording of a conversation similar to one you may have heard in your locker area. In this conversation you will hear about a conflict. Who can tell the group what the term conflict means? (A problem is a disagreement with another person or a struggle within yourself, when you want two different things at the same time, etc....)

Listen carefully to tape. Try to identify what you think the conflict is. I will stop the tape to give you an opportunity to share your thoughts. Be ready to be called upon when I do this.

-START THE TAPE.....STOP THE TAPE WHEN SUSAN SAYS, "I'm not chicken."

-ASK THE STUDENTS- Who can identify the conflict in this situation? (Stacey and Jamie want Susan to skip 3rd period, Susan doesn't know if she wants to skip 3rd, Susan wants to do the right thing but wants friends too.....ACCEPT REASONABLE RESPONSES)

Remember we said that a conflict usually involves choices? (unanimous YEAH)
Does Susan have any choices? What are they? (She can skip 3rd or she can go take her test.) (She can be a chicken without friends (!!)) or friend to foul(?) (forget the test.)
When we have choices to make we usually decide upon one to relieve the pressure on us and to ease the conflict. The choice we make to solve the conflict is called the resolution. What course of action or resolution do you think Susan will make? Think of the resolution as the solution to the problem. (Students may give reasons for their choice.)

-START THE TAPE-STOP THE TAPE WHEN Stacey says, "We'll go to Carla's house. She said we could watch T.V. and munch-out on Doritos."

-TELL THE STUDENTS- Well, now we know what choice Susan made to RESOLVE or SOLVE her conflict. How do you think Susan decided? (She thought about what would happen if she skipped and if she went to class. She apparently liked the idea of skipping better than taking the test.) Let's listen to Susan's thoughts on why she made the decision.

-FINISH THE TAPE

-ASK THE STUDENTS- Do you think it helps to look at the possible choices and to think about the results of each choice? WHY?

-Tell the students- Susan made her decision. She thought of her choices and made her decision (She is now serving a life sentence in I.S.S.!) Unfortunately, the choice she made caused other conflicts for her, ie. bad grade, problems at home, but she felt she solved the problem of being a chicken.

Next week we will be looking at other problems or conflicts and we will try to work on solutions that are best for us. The thing to remember from Susan's example is to think of the choices and the results of each choice before making a decision.

Advisory Lesson #21 (week of Nov. 1, 1977)

Because of the Special Advisory last Thursday, group III did not get an opportunity to teach lesson #20. Tape recorders and tapes will be delivered to those people on Thursday of this week. If you did not get to last week's lesson on Monday, Tuesday, or Wednesday you may get a recorder from Marina.

This week we have an assembly on Wednesday so the lesson will be supplementary. It should give students an opportunity to work in small groups and to practice the skills of identifying conflicts and generating possible courses of action in the solution-finding.

Attached are 5-6 copies of 2 different conflicts. It would be advisable to divide your advisory into 4, 5, or 6 groups for this lesson. One student can be the leader or the person who reads the conflicts to the group. The group's task is to first identify the conflict(s) and then propose those options or courses of action available. The small groups could deal with conflict A first. The entire class can then list those options (on the board/orally/etc.). The class can identify those courses of action which were mentioned by all of the groups. Because the following lessons will deal with evaluating possible solutions in terms of individual student needs, you could take this opportunity to ask the class what options seem best to them and discuss what makes one option better than another. Get students to see how the problem is identified, causes identified, courses of action considered and the decision made.

P.S. The special advisory went much better than the first one! The students in the quad were "generally" well behaved. There were fewer cases of running around- perhaps 6½ months has matured our 6th graders! Your participation and supervision is greatly appreciated.

This week's lesson will attempt to put together the whole process of problem-solving for the student. The students in your advisory have been getting bits and pieces of the process, but up until now they have not taken a situation from the point of conflict to the point of resolution. This week is a modeling of the thoughts that go through one's head when attempting to solve a conflict.

The students will be able toidentify a conflict and its cause.

....list the options or courses of action that are available.

....predict the consequences that may result from each option.

....identify their own values.

....make a decision which reinforces their personal values.

* The new addition or piece to the process is checking to see that the decision or solution you select matches your values.

.....
This activity can be written on the board as the process unfolds or you can have students write ideas down individually or in groups--whatever best meets the needs of your group.

1. Have the class generate a few conflicts. List them on the board. Make a decision as to which conflict seems best for the example. Have students give the cause(s) of the conflict. (If you can't think of a conflict use the following: You are at school and you accidentally break something fairly valuable (\$30.-50.00).
2. Have the class list the options available. For example: I broke a window at school and the administration found out about it. My conflict is that I have to pay for it. My options are- pay 35.00 cash out of my own savings or - the school will let me work it off afterschool, they'll pay me 5.00/hr. and I will need to work 7 hours doing odd jobs.
3. Have the class predict the consequences that may result from the options. For example, If I pay the 35. out of my own pocket then I won't be able to go with my friends to Portland this weekend. I really wanted to go skating on Friday and the movie on Sunday would probably wipe out the 40. I have saved. If I work for the school I would be able to do all of those things on the weekend BUT I would be taking my afternoons. Because I have music lessons and my youth group meetings afterschool, I will have more conflicts as a result of working at school. I need to make a decision which minimizes my conflicts and will solve my original conflict.
4. Have the students identify possible values which go with each choice from #3. For example, I value my weekends and the time I can spend with my friends outside of school. I value my afterschool activities. I value keeping appointments such as music lessons. etc. etc.
5. Have the students predict what they think is the best solution/option for the conflict. Have them attempt to match the decision with the values they listed. Are they consistent? Do they match? In other words, if you value your time with your friends on the weekend then you may do that which doesn't interfere with your weekend.

When carrying-out this process in your advisory with the examples that your students generate (I am sure they will be better/more realistic than ours) make sure you present it as a thought process. Let your kids see that a solution is more apt to occur if a person thinks of the options and the consequences and then picks an option which coincides with their values.

Jeremy is an average student who isn't especially turned on by sports. He does play the trumpet well and would like to be in the school band next year. However, Jeremy's father was a basketball champion when he was young, and he is pressuring Jeremy to go out for the basketball team. Jeremy knows that if he makes the team, he won't have time for band practice.

CONFLICT CONFLICT CONFLICT CONFLICT CONFLICT CONFLICT CONFLICT CONFLICT CONFLICT CONFLICT
B B

Meg is 13 and in eighth grade. Although she isn't allowed to date until she's 15 she can go with her friends to basketball and football games. Lately, Meg has gotten to know Jay quite well, and he has asked her out several times to go skating. At first she made excuses and didn't go. But because she was afraid of losing his friendship, the last time Jay asked her, she accepted. Meg told her mother she was going to the football game and then met Jay at the rink. She doesn't want to sneak out to see Jay but can't decide how to handle this at home.

SMALL GROUP TASK- 1. What conflict does Meg face?
2. What are some of the courses of action she might take?

By this time our students should have an understanding of the process of problem-solving. Knowing the process and practicing it are two different things. Last week I experienced a fairly typical situation. While visiting a student in I.S.S. I had an opportunity to check his perceptions about the process (and ask him why he was in I.S.S. after all this talk of conflicts/solutions etc.)! He was very skilled at identifying his conflict. He listed the possible courses of action and the consequences of each. He was living and experiencing one of the consequences! After taking me through the "process" he decided that if he had it to do over again he would have "picked another option". Hmmm. We all know that the average kid isn't going to take time to think through the situation before the fist goes through another person's face. But with practice it would seem like the less spontaneous conflicts might get resolved! Another problem stems from the fact that once a choice has been made as to a possible course of action....the choice may reflect the student's personal values but not the values of those in control. It is fine to select the course of action which is consistent with your value system but if it violates the values of the majority then you must suffer further consequences.

.....

Please take some time this week to emphasize that which we already covered in the lessons on values. You may want to give the students some examples of choices that others have made. For example: getting in a fight, stealing, cheating, vandalizing, etc.

Have the students list the consequences of the choices and show how the consequence can create another conflict. For example, if you decide to fight with someone you may get suspended for the rest of the trimester. If you get suspended for the trimester and fail your classes, you may experience the conflict of not having enough credits at the end of the year.....

Students need to see that their decisions often bring unforeseen conflicts.

You may also want to show your kids how some conflicts lend themselves to the problem-solving process and how some occur so rapidly that unless you are really aware of your responsibility in making a decision you will act without thinking.

GOAL-SETTING WRAP-UP

We are now into the final stretch. It is probably a good time to make one final check on the long range goal. If you have examples of successful plans for attaining student goals please share them with us so that we can see what works.

Audio Visual

Adolescent Conflicts: 11 sound film strips - Available through the Washington State library. Guidance Associates, 1973.

- Dealing with Group Pressure
- Seeking Independence
- Coping with Competition
- Coping with Jealousy
- Dealing with Anger
- Developing Values
- Forming Beliefs
- Interpersonal Relationships
- Setting Goals
- Shaping Identity
- Understanding emotions

Free to Be ... You and Me * Friendship and Cooperation. film available through the Washington State Library 14-139 16 min., Color. P-I. Guidance Associates, 1974.

Free to Be ... You and Me * Independence. film available through the Washington State Library 17 min., Color. P-I. Guidance Associates, 1974.

Let's Talk about Series. filmstrip series. Color. P-I. Universal Education and Visual Arts, 100 Universal City Plaza, University City, California 91608, 1973.

Part I

- 18061 Let's talk aboutResponsibility!
- 18062 Let's talk aboutSelf Deception!
- 18063 Let's talk aboutProcrastination!
- 18064 Let's talk aboutCheating!
- 18065 Let's talk aboutCommunity Responsibility!

Part II

- 18066 Let's talk about ... Flying off the Handle!
- 18067 Let's talk about ... Learning the Hard Way!
- 18068 Let's talk about ... Truancy!
- 18069 Let's talk about ... Disrupting Things!
- 18070 Let's talk about ... Being Mean!

Self Incorporated. Fifteen 15 min. video tapes designed to help 11-13 year olds cope with the problems that arise as a result of the physical, emotional, and social changes they are experiencing. Agency for Instructional Television, 1975.

Jefferson has:

- Trying Times.
- What's Wrong With Jonathan.
- My Friend?
- Who Wins
- Different Folks
- Family Matters

The Fable of He and She. film. Color. Learning Corp. of America, 1974.

Today's Self Improvement Boom. Filmstrip and cassette. The New York Times, 1977.

DUPLICATING BOOKS

Cross Words for Reading
I've Got Me and I'm Glad

Learning Games

Lots of Things to Do

Mini Mysteries

Propaganda

Think Tank

Thumbs Up

Word Games

Word Puzzles, Grades 6¹, 6², 7¹, 8¹

Writing About My Feelings

Educational Insights

Incentive Publications

Milliken

McGraw Hill

Educational Insights.

Allen Greene

Dandy Lion Publications

A Good Apple Products

Word Games

Milliken

Good Apple, Inc.

CHAPTER FIVE

Summary, Recommendations, and Conclusions

Summary

This Handbook provides activities which encourage the learner to progress toward higher levels of moral development by offering opportunities for discussion and application of moral questions. As the research shows, moral education can and should be taught to middle school students and moral development fits well in the middle school curriculum. If the school's philosophy states that it is the duty of the school to help develop individuals to reach their highest potential, the advisory program can play an integral role in achieving this goal.

Recommendations

A more formalized system of feedback from teachers and students would facilitate improvements for future lessons. A means of observation in advisories to insure the effectiveness of the lessons being taught as designed would also help to improve lessons. Further research could study the effects of implementation of an advisory program at another school. Attendance, vandalism, violence, theft, disruptions of the educational process, suspensions, and expulsions could be monitored to show the effectiveness of the advisory program.

Conclusions

The author's research and three years experience as department chairperson of the advisory program causes the following points to be considered imperative for a successful advisory program.

The building principal must have a deep commitment to the program. Some members of the staff will at first feel threatened and overworked by the advisory program. If the principal is not willing to work with these members, the program is doomed to failure by this "vocal minority."

Many problems arise in the middle school years because the students for the first time do not have one teacher with which they spend most of the day. Consequently, it is possible for the individual to spend the entire day at school with no adult viewing him as a "whole" person (Toepfer, 1981:27). To counteract this, the advisory program should meet every day for at least twenty minutes. Also, in order to give even more security, the student should spend all his middle school years with the same advisor.

In order for students to reach Kohlberg's pre-conventional level, it is important to teach moral development lessons at stages 4 and above since most students at the middle school age level operate at stages 2 and 3 (Munsey, 1981:27). The best way to teach toward stages 4, 5, and 6 is through activities rather than lecture. If the activities are carefully constructed, the

lessons enable the student to reach conclusions based on their own values rather than what they are told is good or bad (Rest, 1974:492). Also, the advisory should not employ letter grades so the students will develop morally for intrinsic reasons rather than artificial rewards (Deci, 1980:433). If we give grades we are reinforcing the individuals at stage 3 (good boy--good girl) and retarding their growth towards stages 4 and above.

Because of the importance of the program the advisory should be taught when students are most alert. The best time to teach an advisory is after first period and before lunch.

Advisories should be cross graded. This cross grading allows a feeling of unity in the school as opposed to a feeling of separation between grades.

The advisory period should consist of more than lessons. Time should be allowed for social interaction. Activities such as volleyball games between advisories is an example. Planning and having parties is another desirable activity. The important thing is to give the students a chance to practice positive socialization skills.

Though less visible, the following considerations are of great importance for the long range effectiveness of the advisory program.

When hiring new staff members, the administrator should give preference to those teachers who are

child-oriented rather than subject-matter oriented. During orientation, the teachers should be made aware that teaching the advisory is as important as teaching English, Woodshop, and other content areas.

Having initiated the advisory program, it is very likely that many of the teachers will have apprehensions about teaching lessons on moral development. The reasons for this are varied: feelings of inadequacies, lack of experience in an academic classroom, poor self concept, fear of informal settings with students, parental disapproval, etc. A study has shown that some of these fears are legitimate. It was found that most secondary teachers operate at Kohlberg's stage 3 (Wilkins, 1979:548). This presents a problem, since as has already been shown, instruction must occur at stage 4 and above to help the students reach the upper level. To counteract these deficiencies, a strong in-service program should be developed. This in-service will not only aid the advisory program, but also the regular classroom.

Teachers will be more comfortable with their role in the advisory program if the first year all lesson plans and materials are made available for their use. As time goes on, the advisors will develop more confidence and consequently work more independently in meeting the objectives of the advisory.

The advisory teacher should play an important role in the communication process with the home. Parents who have

communicated to the school through the advisory program have very positive feelings about their child's school in general (Johnson, 1979:285).

Bibliography

Periodicals

- Bernstein, Robert. "The Relationship between Dimensions of Delinquency and the Developments of Self and Peer Perception." Adolescence 16 (Fall 1981): 543-56.
- Davison, Mark, Stephen Robbins, and David B. Swanson. "Stage Structure in Objective Moral Judgements." Developmental Psychology 14 (March 1978): 137-46.
- Deci, Edward, Louise Sheinman, Lynne Wheeler, and Robert Hart. "Rewards, Motivation, and Self Esteem." The Educational Forum 44 (1980): 429-33.
- Goldiamond, Israel. "Moral Behavior: A Functional Analysis." Psychology Today 1 (Sept. 1968): 31-34.
- Golub, Jeff and Bill Horst. "Writing as a Moral Act: Developing a Sense of Audience." English Journal 67 (Nov. 1978): 76-78.
- Grego, Joanne. "Life and Death--A Parent's View." Social Education 43 (April 1979): 324-26.
- Gustafson, John. "Teaching for Self-Esteem." The Physical Educator 35 (May 1978): 67-69.
- Harris, Ben. "Developmental Differences in the Attribution of Responsibility." Developmental Psychology 13 (1977): 257-65.
- Haynes, Lynda and Arthur Avery. "Training Adolescents in Self-Disclosure and Empathy Skills." Journal of Counseling Psychology 26 (1979): 526-30.
- Holstein, Constance Boucher. "Irreversible, Stepwise Sequence in the Development of Moral Judgements: A Longitudinal Study of Males and Females." Child Development 47 (1976): 51-61.
- Johnson, Claradine, John Morton and June Obley. "A Cost Effective Teacher/Student Advisory Plan." Phi Delta Kappa 60 (Dec. 1979): 285-86.
- Kohlberg, Lawrence. "The Child as a Moral Philosopher." Psychology Today 2 (Sept. 1968): 25-30.

- Patten, Marie. "Self Concept and Self Esteem: Factors in Adolescent Pregnancy." Adolescence 16 (Winter 1982): 765-68.
- Rest, James, Douglas Cooper, Richard Coder, Joanna Masanz, and Douglas Andersen. "Judging the Important Issues in Moral Dilemmas--An Objective Measure of Development." Developmental Psychology 10 (April 1974): 491-501.
- Rothman, Golda. "The Influence of Moral Reasoning on Behavioral Choices." Child Development 47 (May 1976): 397-406.
- Saks, Judith Brady. "Brain Research Offers Lessons in Learning." Educational Digest 45 (April 1980): 2-5.
- Toepfer, Conrad Jr. "Brain Growth Periodization Data: Some Suggestions for Re-thinking Middle Grades Education." High School Journal 63 (March 1980): 222-27.
- Walker, Lawrence. "Cognitive and Perspective-taking Prerequisites for Moral Development." Child Development 51 (March 1980): 131-38.
- Wilkins, Robert. "If the Moral Reasoning of Teachers is Deficient, What Hope for Pupils?" Phi Delta Kappan 61 (April 1980): 548-49.

ERIC Documents

- Alexander, Robert and others. Psychological Education: Elementary, Junior High and High School Model Programs. American School Counselor Association, ERIC Document ED. 109 584, 1975.
- Cole, Edward and Patricia A. Moseley. Moral Reasoning: A Values Process. Adolescent Values and Watergate: Notes. National Council for the Social Studies, ERIC Document ED 115 564, 1975.
- Resnick, Lauren B. Hierarchies in Children's Learning. Office of Education, ERIC Document ED 064 668, 1971.
- Toepfer, Conrad F. Brain Growth Periodization Research: Curricular Implications for Nursery Through Grade 12 Learning. ERIC Document ED 204 835, 1981.

Books

Munsey, Brenda. Moral Development, Moral Education and Kohlberg. Birmingham: Religious Education Press, Inc., 1980.

Sergiovanni, Thomas J. and Fred Carver. The New School Executive: A Theory of Administration. New York: Harper and Row, 1973.